

EDUCATION STATISTICS DIGEST 2019



Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

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PREFACE

We are pleased to present the 2019 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2018. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

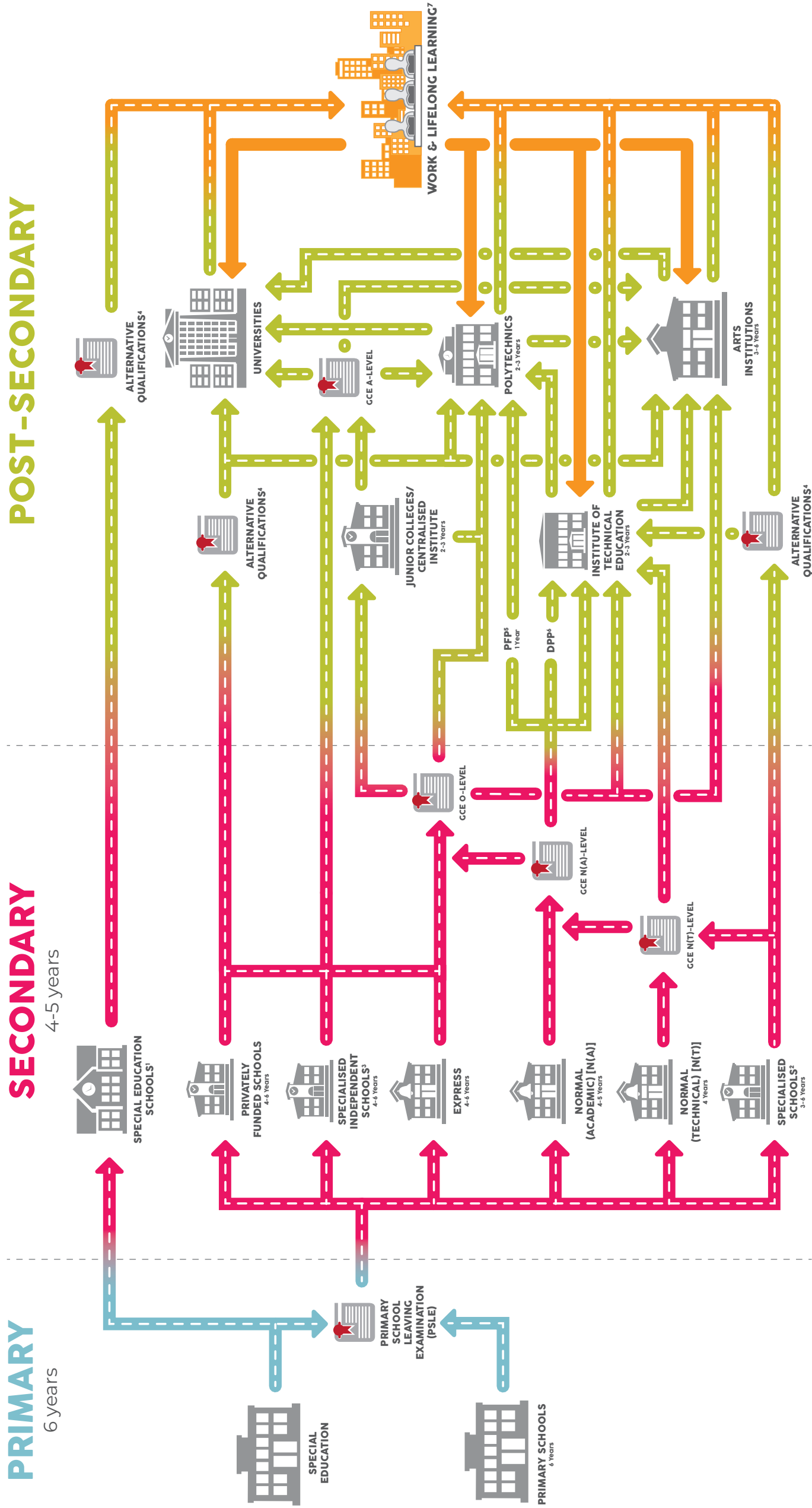
- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give you a historical perspective of the developments and trends in education over the years.

You can download the statistics in machine-readable format on www.data.gov.sg.

We hope you find this information useful. If you have any queries, please email contact@moe.gov.sg.

MANAGEMENT INFORMATION BRANCH
RESEARCH AND MANAGEMENT INFORMATION DIVISION
MINISTRY OF EDUCATION, SINGAPORE
OCTOBER 2019

The Singapore Education Landscape



¹ Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathlight School who take the national secondary curriculum may also sit for the GCE N- or O-level examinations. Note: This has not been fully represented in the graphic.

² Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

³ Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

⁴ Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

⁵ The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

⁶ The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics via ITE, for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year Higher Nitec programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course.

⁷ Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by SkillsFuture Singapore.

Note: Students can opt to transfer laterally between Express, N(A) and N(T). If they are assessed to be more suitable for these courses, (This has not been fully represented in the graphic).

OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child by enabling students to discover their talents, realise their full potential, and develop a passion for life-long learning. We seek to nurture the whole child, and help them develop an enduring core of competencies, values and character, to thrive in the 21st century. Our multiple educational pathways cater to the different strengths, interests and learning styles of every student.

Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects and develop them holistically. Besides the academic curriculum, our students can develop their interest and talent in music, arts and sports through co-curricular programmes and outdoor education. These activities also give them opportunities to hone their leadership skills as well as social and emotional competencies. There are opportunities to contribute to communities through various Values-in-Action programmes, which are an integral part of school life. In our schools, our students also benefit from Applied Learning experiences, where they (i) learn by doing; (ii) learn about the real world; and (iii) learn for life. In addition, our schools offer education and career guidance that offer perspectives beyond the classroom to help our students discover and recognise their interests and strengths, and choose the pathways that allow them to achieve their fullest potential.

All these learning experiences help cultivate in our students qualities such as creativity, collaboration and compassion – life skills which are essential in a rapidly-changing world. Through nurturing the joy of learning and encouraging 'entrepreneurial dare', our students can develop the intrinsic motivation to explore and discover their interests as well as pursue their passions. We also want to inculcate in them values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive multi-racial and multi-cultural society.

The bilingual policy is a cornerstone of our education system which requires students to offer two languages: English Language and a Mother Tongue Language (MTL). This enables them to connect with people from different backgrounds in a multi-cultural environment, to give them a competitive edge in engaging regional counterparts and thrive in a globalised world. It also equips them with the language and cultural competencies to use their MTL as a living language and appreciate their culture and heritage.

Teachers, allied educators and school leaders form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive comprehensive pre-service training at the National Institute of Education and have many opportunities for continual development to build up their capabilities as teaching professionals. This is complemented by the teacher academies, language institutes and learning communities, which help to foster a strong culture of dedication, collaborative learning and professional excellence.

Recognising that parents' and the community's involvement and support in school programmes is crucial, we encourage parents and the community to work together with schools to create a conducive learning environment in schools, at home and within the community.

PRIMARY EDUCATION

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing language and numeracy skills, building character and nurturing sound values and good habits.

Core to the primary education curriculum are English Language, Mathematics and Mother Tongue Language, which help our students develop literacy, numeracy and problem-solving skills – skills that will be useful even beyond school.

Students also take subjects like Art, Music, Character and Citizenship Education, Social Studies and Physical Education. Science is introduced from Primary 3 onwards. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and sense of responsibility to society.

After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language. Throughout primary school, teachers consider the ability of their students in designing lessons and assessment tasks. Students therefore can learn at a pace that best suits them.

Schools have programmes to level up students to ensure that they are able to keep up with core subjects like English and Mathematics, regardless of their starting point. Students who require more help receive more attention through small-group teaching by specially trained teachers using structured teaching approaches that allow students to acquire literacy and numeracy skills at a more manageable pace. For high ability learners, we have the Gifted Education Programme (GEP) to better support their learning needs. Students with high ability in specific subjects who are not in the GEP can also benefit from the enriched learning derived from school-based and MOE-run activities during or after school hours.

We will continuously seek to make learning more enjoyable and meaningful for students while developing the desired skills and values that will put them in good stead for the future. Over the next few years, we will continue to place greater emphasis on engaging teaching methods and holistic assessment, and provide opportunities for lower primary students to try out more sports, outdoor education and arts activities through the Programme for Active Learning (PAL). Students will also have the opportunity to apply their learning to the real-world context through Applied Learning Programmes. Upper primary students can take part in the revised Junior Sports

Academy programme to explore and discover their strength and passion in a range of sports.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which assesses their suitability for secondary education and places them in the secondary school course that suits their pace of academic learning and aptitude. Students can also seek admission to a secondary school based on their achievements and talents across a diverse range of areas (such as art and sports) through the Direct School Admission exercise.

SECONDARY EDUCATION

At the secondary level, we offer three core courses designed to match students' academic progress and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level exam. Students learn English and Mother Tongue Languages¹, as well as Mathematics, the Sciences and the Humanities.
- **Normal (Academic) [N(A)] Course.** This is a four-year course leading to the GCE N(A)-Level exam. Students learn subjects similar to those in the Express course. Those who do well at the N(A)-Level will qualify for an additional year to prepare for the O-Level exam, or progress to *Higher Nitec* courses at the Institute of Technical Education (ITE). Selected students may sit for the O-Level exam in some subjects at Secondary 4, or bypass the N(A)-Level exam and progress directly to Secondary 5 to take the O-Level exam. Since 2013, students who do well at the N(A)-Level have two “through-train” pathways to the polytechnics – (i) a one-year Polytechnic Foundation Programme (PFP) and (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP).
- **Normal (Technical) [N(T)] Course.** This is a four-year course leading to the GCE N(T)-Level exam. Students learn English and Mother Tongue Languages, Mathematics and subjects with technical or practical emphases to enhance experiential and practice-oriented learning.

While students may initially be placed in a particular course, there are opportunities for lateral transfers mid-stream. Students in the N(A) and N(T) courses are allowed to take some subjects at a higher academic level starting from Secondary 1, if they performed well in these subjects at PSLE. Other N(A) and N(T) students who develop aptitude and interest later can still be offered the higher-level subjects after Secondary 1.

The following schools form part of our diverse secondary school landscape to suit the unique needs of every child:

¹ Students can opt to study Mother Tongue at either the standard, higher or Syllabus B levels depending on their ability and eligibility.

- **Specialised Schools.** NorthLight School and Assumption Pathway School cater to students who are not eligible for the N(T) stream based on their PSLE performance. Students graduate from these two schools with the ITE Skills Certificate (ISC), which prepares them for employment or admission into the ITE.
- **Specialised Schools for Normal (Technical) Students.** Crest Secondary School and Spectra Secondary School cater to students who are eligible for the N(T) course and prefer a hands-on and skill-based learning experience. Students from the two SSNTs offer the ISC as well as N(T)-level English Language, Mathematics and Mother Tongue Languages. Selected students also offer N(T)-level Science, or N(A)-level English Language or Mathematics.
- **Specialised Independent Schools.** The NUS High School of Math and Science, School of Science and Technology, School of the Arts, and Singapore Sports School cater to students with talents and strong interests in the specific fields of math and science, applied learning, arts and sports.
- **Integrated Programme.** Some schools offer the Integrated Programme, a six-year programme for academically-strong students who prefer a more independent and less structured learning approach. The programme aims to develop students according to their strengths and interests by engaging them in broader learning experiences in both academic and non-academic aspects of the curriculum. Students proceed to pre-university education without sitting for the O-Level examinations and sit for the pre-university exams at the end of six years.

All secondary schools have distinctive programmes to better support students' interests and talents. In particular, the Applied Learning Programme (ALP) and Learning for Life Programme (LLP)² complement core academic and student development programmes, offering students more opportunities to pursue learning in line with their interests, while helping them develop 21st century competencies through applying classroom learning to real-life issues, and acquiring life-skills in authentic contexts. Additional Applied Learning opportunities such as Applied Subjects, Advanced Elective Modules (AEM) and Elective Modules (EM) are also available to interested and able secondary school students to pursue specific areas in greater depth. Co-curricular programmes such as Co-curricular Activities and Values-in-Action also give students opportunities to situate their learning in the real world.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with keen disposition and capability in art and music to further develop their passion and talent. The Physical Education Syllabus 2014 see students engage in a wide range of physical activities and sports, and develop character and values in the

² Independent Schools, Autonomous Schools, Schools with Integrated Programme, Specialised Independent Schools and Specialised Schools already have their own distinctive programmes, and hence, are not included within the ALP/ LLP framework.

process. Outdoor Education will also be enhanced to imbue in students resilience, ruggedness, tenacity and the ability to work well in teams, through experiences that cannot be replicated in classrooms.

To help students make better informed education and career choices in school and beyond, a structured and comprehensive Education and Career Guidance (ECG) system has been put in place to provide relevant and timely support at different life stages. The ECG curriculum has been enhanced with the deployment of a professional core of ECG counsellors as well as the MySkillsFuture portal that offers customised profiling and assessment tools and resources. Information on the education, training and career options for individuals at different life stages is also available on the MySkillsFuture portal. ECG fairs are organised in collaboration with industry partners and post-secondary education institutions to introduce potential employment options to students.

POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, most students proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Centralised Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or centralised institute (three-year course) leading to the GCE A-Level exam or the International Baccalaureate Diploma Programme for Anglo-Chinese School (Independent), Singapore Sports School, School of The Arts and St Joseph's Institution. The junior colleges and centralised institute offer a wide range of elective programmes and subjects. To ensure a good breadth of skills and knowledge, students take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts. To nurture social and emotional competencies and life skills, students are given ample opportunities to participate in Values-in-Action programmes that help them cultivate qualities such as initiative, leadership, social responsibility, and strength of character. These programmes also give them the opportunity to apply their learning in real-world contexts.
- **Polytechnics.** Students interested in pursuing a more practice-oriented pathway may apply for full-time diploma courses at the Polytechnics. The Polytechnics provide hands-on experience within a dynamic and progressive learning environment. The Polytechnics typically admit students with O-Level qualifications, or ITE's *Nitec* and *Higher Nitec* qualifications, but top-performing Secondary 4 N(A) students may apply for entry to the Polytechnics via the Polytechnic Foundation Programme, which offers a practice-oriented curriculum in lieu of Secondary 5. The polytechnics also admit working adults with relevant work experience through the Polytechnic Early Admissions Exercise.

One of the features of a polytechnic education is the strong emphasis on practice-based learning. Work attachments with industry partners are part of the curriculum and can vary in duration from six weeks to six months or longer for selected courses. These provide students with valuable on-the-job experience and the opportunity to work with industry experts. Polytechnic

graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.

The polytechnics also offer part-time programmes at diploma and post-diploma level designed for adult learners who want to deepen their knowledge and skills across a range of disciplines and industries.

Part-time diploma courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adults with working experience.

Post-diploma courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

- **Institute of Technical Education (ITE).** Students may also apply to ITE to pursue technical or vocational education, either through full-time *Nitec* or *Higher Nitec* courses, or traineeship programmes conducted in partnership with employers. ITE typically admits N-level holders into *Nitec* courses, and O-Level holders into *Higher Nitec* courses but Secondary 4 N(A) students who meet the eligibility requirements may apply for entry to selected *Higher Nitec* courses via the Direct-Entry-Scheme to Polytechnic Programme, which prepares students for progression into polytechnic diploma courses. ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry. ITE offers internship opportunities that provide students with meaningful work-based learning under the guidance of industry mentors. ITE graduates who wish to further their education can also be considered for admission to the polytechnics, as well as ITE's Technical Diploma programmes, based on their *Nitec* or *Higher Nitec* qualifications.

ITE also offers part-time ***Nitec*, *Higher Nitec*, *Specialist Nitec* and ITE Skills Certificate (ISC)** courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs. In addition, ITE offers the **Work-Learn Technical Diplomas** (WLTDs) to both fresh and in-employment ITE graduates. The WLTDs provide trainees a hands-on, apprenticeship-based educational pathway, and are developed and delivered in collaboration with partner employers.

For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers.

Under SkillsFuture, more options to encourage lifelong learning are being made available for all Singaporeans. Individuals have access to **SkillsFuture Work-Study Programmes**, which feature both workplace-based learning and institution-based instruction at various levels from diploma to degree. The Work-Study Programmes provide individuals with more opportunities to build on the skills and knowledge they acquired in school after graduation, and to better support their transition into the workforce. This gives them a head start in careers related to their discipline of study.

- **Arts Institutions.** Students interested in the creative arts at the tertiary level can enrol in programmes offered by the LASALLE College of the Arts or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded degree and diploma programmes in the visual and performing arts, such as music, theatre, dance, interior design and fashion design. N(A)-level students who meet eligibility requirements may also apply for the NAFA Foundation Programme, a 35-week programme which prepares students for enrolment into NAFA's diploma programmes through the equipping of broad skillsets to develop technical, artistic and literacy skills. Successful applicants are given a provisional offer of admission to their diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma course.

Universities

Our universities prepare students not only for today's economy, but also for a future one with new jobs and challenges that do not exist today. There are six publicly-funded Autonomous Universities in Singapore, each of which is described below.

- **National University of Singapore (NUS)** is a comprehensive and research-intensive university with 16 faculties and schools, including a music conservatory. Aside from traditional undergraduate programmes, NUS also offers other programmes such as the University Scholars Programme, which provides an inter-disciplinary academic experience, and a four-year liberal arts degree programme at the Yale-NUS College. In addition, NUS offers a wide range of graduate programmes, including specialised ones offered by its Graduate School for Integrative Sciences and Engineering, the Saw Swee Hock School of Public Health, the Lee Kuan Yew School of Public Policy, and the Duke-NUS Medical School. NUS collaborates with other universities to enrich its undergraduates' educational experience and student life, through providing dual degree and other joint programmes, research opportunities, and student exchange programmes.
- **Nanyang Technological University (NTU)** is a comprehensive and research-intensive university with a strong focus on engineering, science, and technology. It has five Colleges offering undergraduate and postgraduate programmes in various areas. NTU also has a medical school, the Lee Kong Chian School of Medicine, which was established in collaboration with Imperial College London and admitted its first batch of medical students in 2013. NTU collaborates with many overseas institutions to offer double degree and other joint programmes, research opportunities, and student exchange programmes.

- **Singapore Management University (SMU)** is a specialised and research-intensive university that offers undergraduate and postgraduate programmes at its six schools. SMU is known for its interactive pedagogy of seminar-style teaching in small class sizes. In addition to offering single degree programmes with a second major, SMU undergraduates may pursue a double degree at any of its six schools. SMU hosts a wide range of research activities focusing on the social sciences, including research institutes such as the Behavioural Sciences Institute.
- **Singapore University of Technology and Design (SUTD)** is a specialised and research-intensive university. It focuses on design education in engineering and architecture, and aims to cultivate an entrepreneurial spirit in students. SUTD also hosts an International Design Centre (IDC) that conducts world-class research on technologically-intensive design. SUTD collaborates extensively with reputable universities and industry partners, both locally and overseas, to enhance student learning through meaningful student exchanges, internship and research opportunities, and joint/dual degree programmes.
- **Singapore Institute of Technology (SIT)** is one of the pioneers of the applied degree pathway, with a focus on science and technology. It offers its own applied degrees, as well as degree programmes offered in partnership with reputable overseas universities that have a strong emphasis on practice-oriented learning, a strong nexus with industry, and integration of work and study.
- **Singapore University of Social Sciences (SUSS)**³ was restructured into Singapore's sixth Autonomous University in 2017. It provides an applied education that targets both fresh school leavers and adult learners, in the domain of the social sciences, as well as in disciplines that have a strong impact on human and community development. It adopts an admissions model that takes into account prior learning and work experience, and its diverse student profile allows fresh school leavers to take classes alongside more mature part-time students with work experience, which provides a rich and unique learning experience.

Our universities also offer the SkillsFuture **Work Study Degree Programme**, which features integrated institution-based learning with structured on-the-job training, in partnership with companies who co-develop and deliver these programmes. SkillsFuture Work Study Degree Programmes are available across a range of disciplines at NUS, SIT and SUSS.

In addition, lifelong learning units have been set up to coordinate and oversee programmes that cater to adult learners, including ramping up the delivery of shorter, bite-sized courses. Some of these lead to micro-credentials such as Graduate Certificates, which provide recognition without a need to further commit to longer term studies. The universities are also expanding lifelong learning support for alumni, such as

³ Formerly known as SIM University (UniSIM) prior to 2017.

NUS's Lifelong Learners (L3) programme which aims to support alumni for 20 years from the point of enrolment.

CONTINUING EDUCATION AND TRAINING (CET)

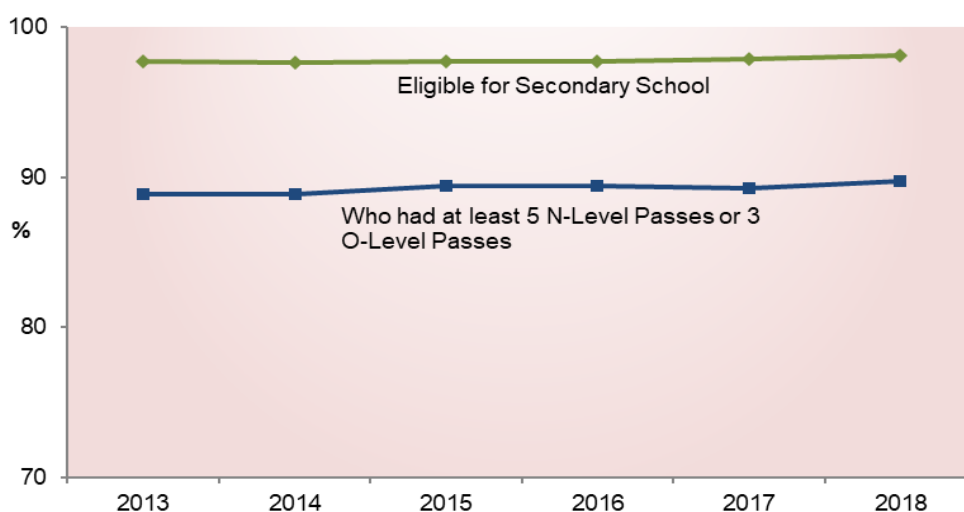
Adults who wish to deepen their skills or acquire new ones can undergo continual learning in our Institutes of Higher Learning (IHL). In addition to the programme already covered above, our IHLs provide a wide range of learning options for adults, which help to address manpower and skills gaps, support industry development and job creation, facilitate education and career transition via various pathways, and enable the workforce to stay employable amidst rapid shifts in the economic landscape.

These include **industry-relevant modular courses** such as the **SkillsFuture Series**, a curated list of training programmes that focuses on emerging skills, are available at the autonomous universities, polytechnics and the ITE. These short courses provide adult learners with a more flexible and bite-sized learning option to acquire skills to help them stay responsive to a changing workplace.

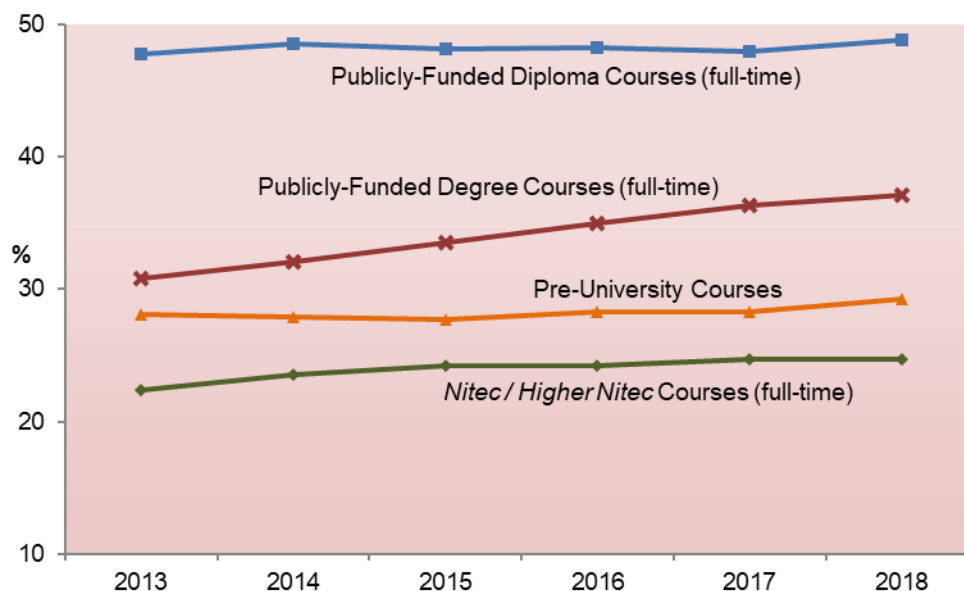
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KEY EDUCATIONAL INDICATORS

A. i) Percentage of Primary 1 (P1) cohort:



ii) Percentage of Primary 1 (P1) cohort admitted to:

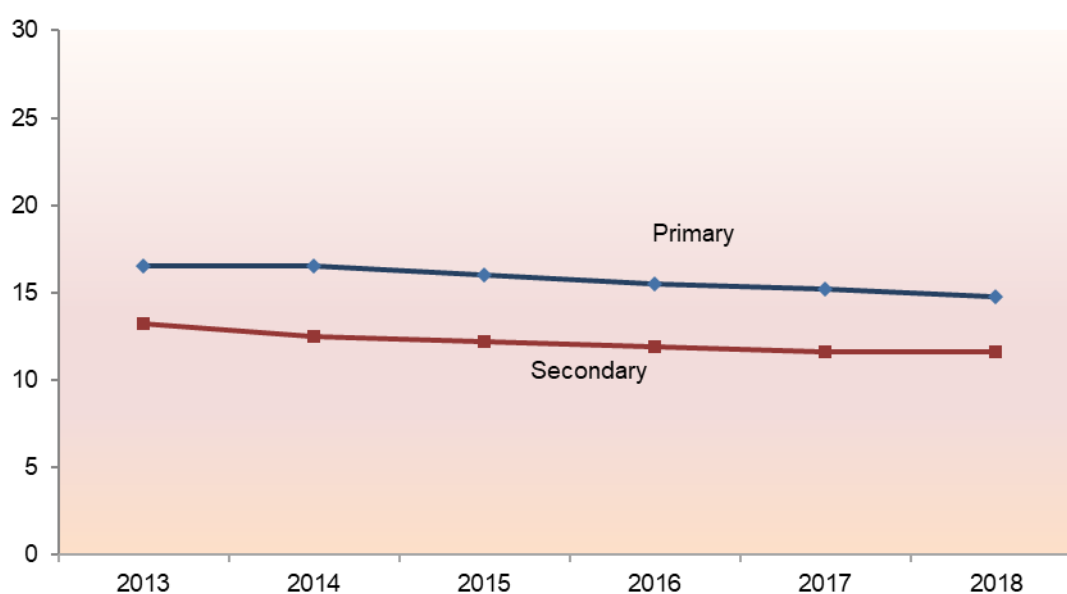


Percentage of P1 Cohort : ¹	2013	2014	2015	2016	2017	2018
(a) Eligible for Secondary School ² (Refers to students who sat for PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.7	97.6	97.7	97.7	97.9	98.1
(b) Who had at least 5 N-Level passes or 3 O-Level passes ²	88.9	88.9	89.4	89.4	89.3	89.7
(c) Admitted to :³						
(i) Nitec / Higher Nitec Courses (full-time)	22.4	23.5	24.2	24.2	24.7	24.7
(ii) Publicly-Funded Diploma Courses (full-time) ⁴	47.8	48.6	48.2	48.3	48.0	48.8
(iii) Pre-University Courses	28.1	27.9	27.7	28.3	28.3	29.3
(iv) Publicly-Funded Degree Courses (full-time) ⁵	30.8	32.1	33.5	35.0	36.3	37.1

Note:

1. For indicators (a) and (b), figures for the last three years are preliminary. For indicators (c(i)) to (c(iv)), figures for the last five years are preliminary.
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2018, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2013, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2009. These figures may be different from those shown in Tables 34 to 54 as the latter are based on exam candidatures and not P1 cohorts i.e. they would include students who enter the school system after P1 and exclude those who left the country after P1.
3. Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators (c(i)) to (c(iii)) are based on P1 cohorts from 10 years prior while indicator (c(iv)) is based on P1 cohort from 12 years prior to the year of reporting.
4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).
5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, SUSS, LASALLE and NAFA.

B. Ratio of Students to Teaching Staff



	2013	2014	2015	2016	2017	2018
Primary	16.5	16.5	16.0	15.5	15.2	14.8
Secondary	13.2	12.5	12.2	11.9	11.6	11.6

Note:

1. Figures for secondary schools include students and teachers in Government, Government-Aided, Independent, Specialised Independent and Specialised schools.
2. The ratio of students to teaching staff or what is known as the Pupil-Teacher Ratio (PTR), is the number of primary/secondary students divided by the number of teachers in primary/secondary schools.

SECTION 1

Primary, Secondary and Pre-University Education

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2018

Type of School	Primary	Secondary	Mixed Level ¹	Junior College / Centralised Institute	Total
Total	186	139	16	15	356
Government	145	104	4	11	264
Govt-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary section while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be reflected in the table above as an independent Mixed Level school.

2 STUDENTS, EDUCATION OFFICERS AND EP¹ IN SCHOOLS BY LEVEL, 2018

	Primary		Secondary		Mixed Level ²		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	227,406	110,642	146,703	73,056	36,311	16,788	18,353	9,830	428,773	210,316
Teacher	15,364	12,377	12,576	8,061	2,994	1,893	1,746	1,022	32,680	23,353
Vice-Principal	301	205	257	131	56	28	24	13	638	377
Principal	186	139	138	68	17	9	12	7	353	223
Education Partners	3,248	2,374	3,297	2,053	913	590	358	245	7,816	5,262

Note: 1) Education Partners are non-Education Officers such as Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

3) Staff strength data as at Dec 2018, which might include transitional staff movements/deployments.

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2018

Level / Type of School	Teacher		Vice-Principal		Principal		All	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	32,680	23,353	638	377	353	223	33,671	23,953
Primary	15,787	12,747	311	213	186	139	16,284	13,099
Government	11,559	9,243	230	159	145	105	11,934	9,507
Govt-Aided	4,228	3,504	81	54	41	34	4,350	3,592
Secondary	14,241	9,101	291	145	147	75	14,679	9,321
Government	9,571	6,094	199	95	103	51	9,873	6,240
Govt-Aided	2,926	1,960	57	31	31	16	3,014	2,007
Independent	1,048	680	22	16	5	4	1,075	700
Specialised Independent	360	218	7	2	4	3	371	223
Specialised	336	149	6	1	4	1	346	151
Junior College / Centralised Institute	2,652	1,505	36	19	20	9	2,708	1,533
Government	1,571	899	19	9	12	7	1,602	915
Govt-Aided	555	324	8	6	4	2	567	332
Independent	526	282	9	4	4	0	539	286

Note: 1) The above excludes 1,453 officers in HQ (of which 945 are female), 1,033 on various leave (of whom 933 are female), 268 on secondment to other institutions (of whom 179 are female) and 187 studying at NIE (of whom 151 are female).

2) Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

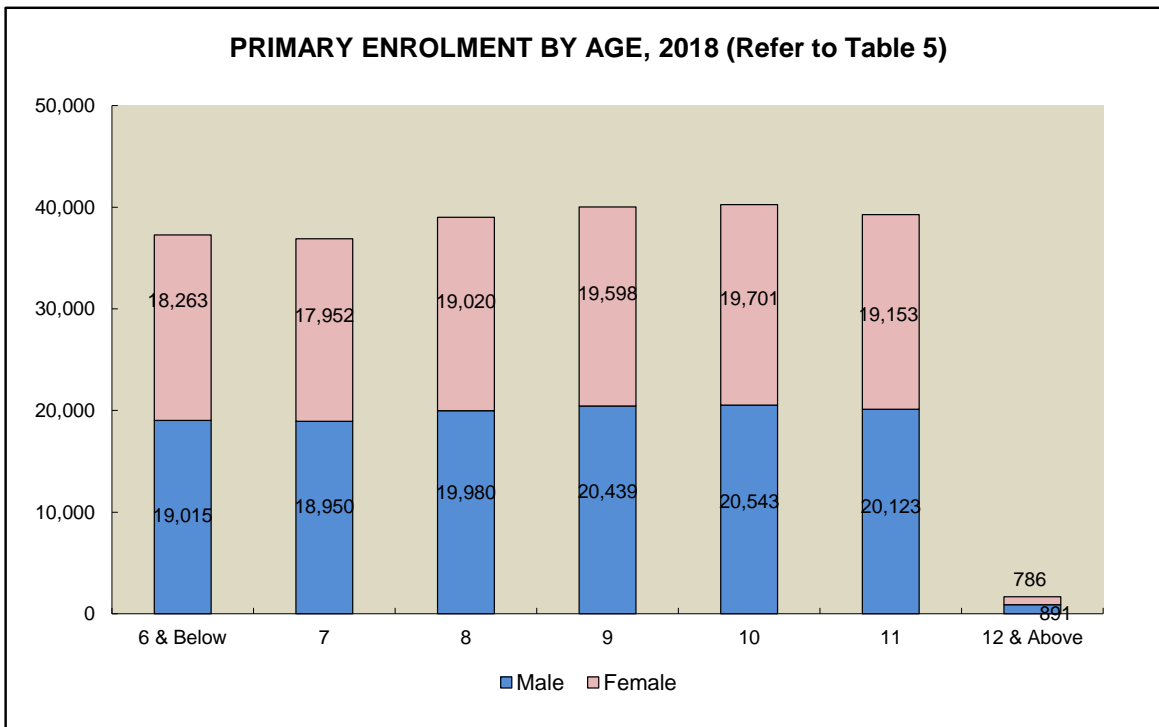
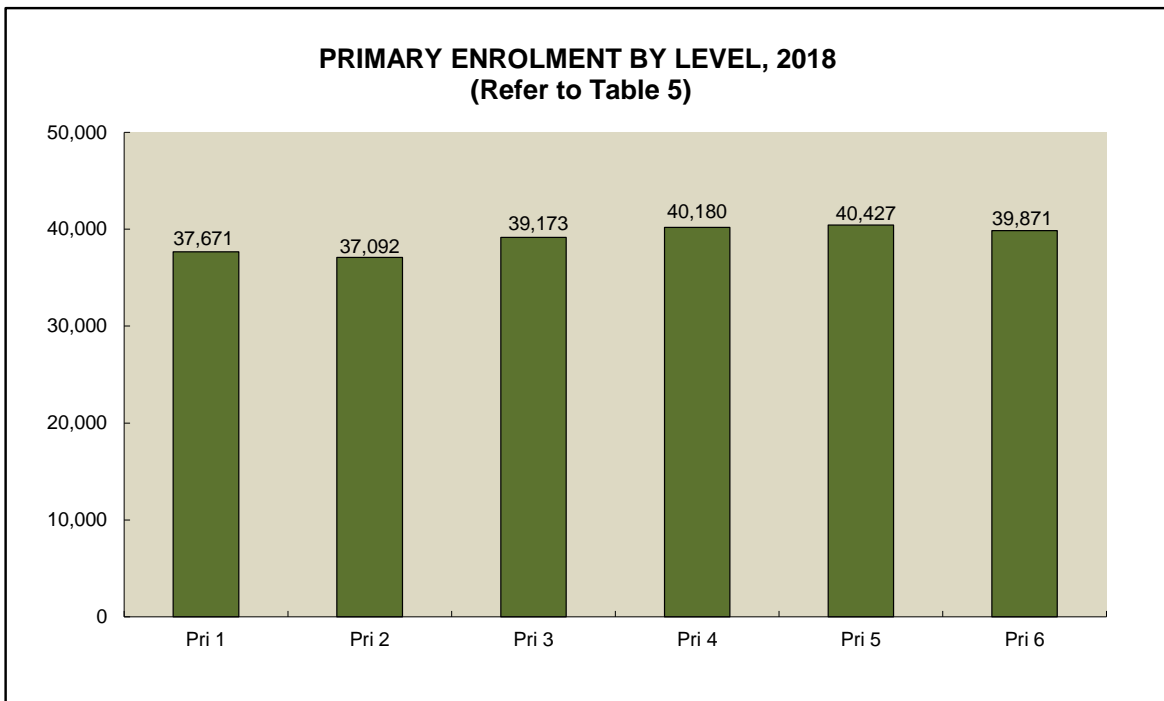
3) Include education officers on part-time employment scheme.

4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2018

Level	Enrolment	No. of Classes	Average Class Size
Total	428,773	13,240	32.4
Primary	234,414	7,089	33.1
Pri 1	37,671	1,296	29.1
Pri 2	37,092	1,283	28.9
Pri 3	39,173	1,082	36.2
Pri 4	40,180	1,115	36.0
Pri 5	40,427	1,154	35.0
Pri 6	39,871	1,159	34.4
Secondary	165,347	4,892	33.8
Sec 1	39,086	1,087	36.0
Sec 2	39,030	1,105	35.3
Sec 3	40,532	1,216	33.3
Sec 4	42,238	1,288	32.8
Sec 5	4,461	196	22.8
Junior College / Centralised Institute	29,012	1,259	23.0
JC 1 / Pre-U 1	14,398	598	24.1
JC 2 / Pre-U 2	14,436	653	22.1
Pre-U 3	178	8	22.3

Note:

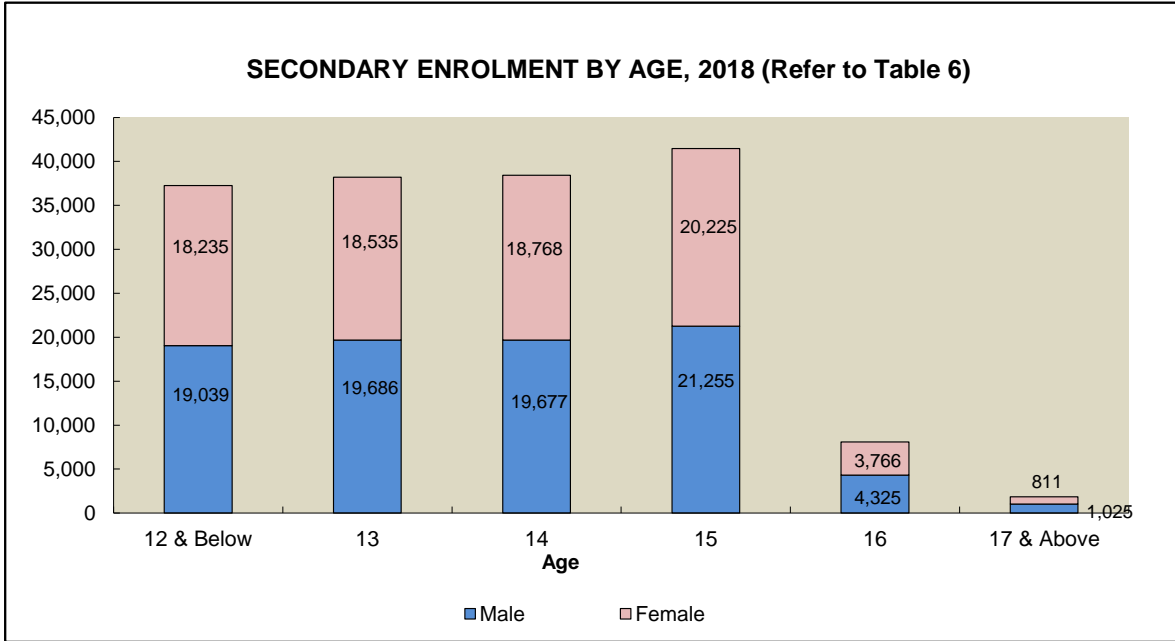
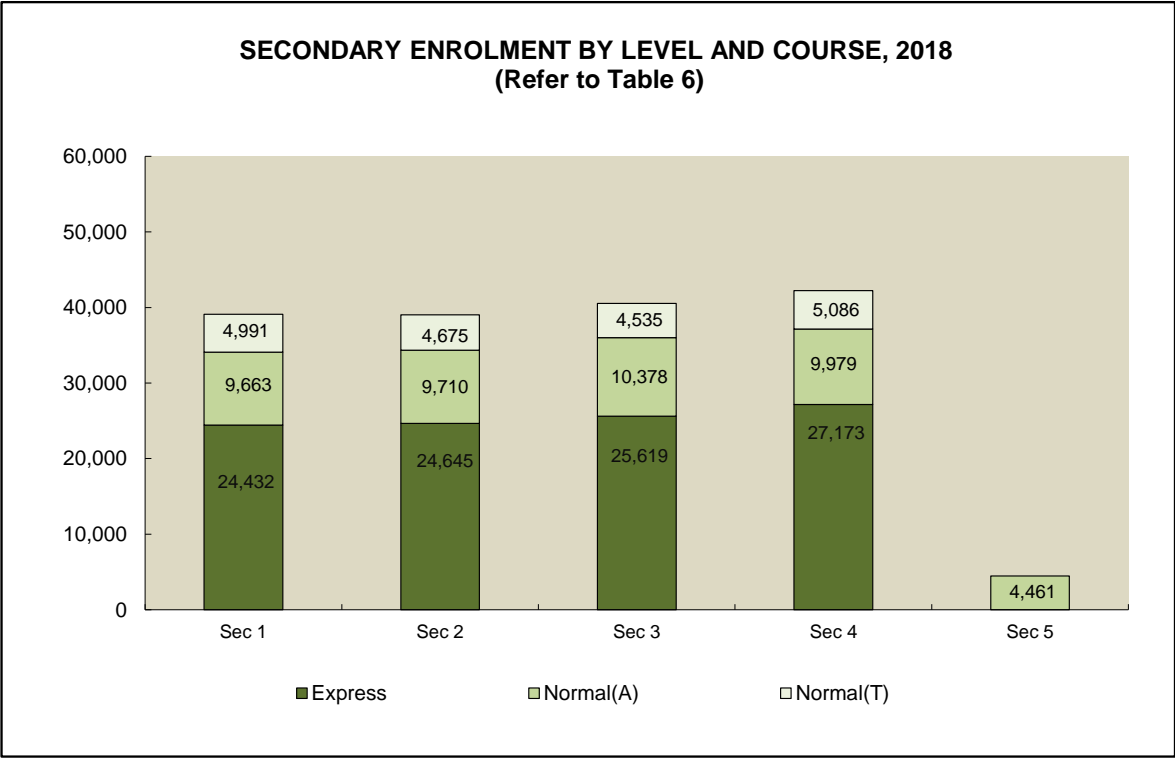
- 1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs of the students or programme considerations. For instance, levelling up programmes such as the Learning Support Programme for lower primary students, School-based Dyslexia Remediation programme and coursework subjects like Design and Technology at secondary level are conducted in smaller classes.
- 2) Students in Mixed Level schools are classified according to the level they are in.



5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2018

Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	37,278	36,902	39,000	40,037	40,244	39,276	1,377	275	20	5	234,414
	F	18,263	17,952	19,020	19,598	19,701	19,153	643	136	6	1	114,473
Pri 1	MF	37,278	342	48	3	0	0	0	0	0	0	37,671
	F	18,263	107	21	1	0	0	0	0	0	0	18,392
Pri 2	MF	0	36,560	445	80	4	3	0	0	0	0	37,092
	F	0	17,845	166	38	3	2	0	0	0	0	18,054
Pri 3	MF	0	0	38,507	547	110	9	0	0	0	0	39,173
	F	0	0	18,833	220	52	5	0	0	0	0	19,110
Pri 4	MF	0	0	0	39,407	616	142	14	1	0	0	40,180
	F	0	0	0	19,339	273	67	6	0	0	0	19,685
Pri 5	MF	0	0	0	0	39,513	696	199	17	2	0	40,427
	F	0	0	0	0	19,372	297	101	4	1	0	19,775
Pri 6	MF	0	0	0	0	1	38,426	1,164	257	18	5	39,871
	F	0	0	0	0	1	18,782	536	132	5	1	19,457

Note : 1) Age is as at the start of the year.

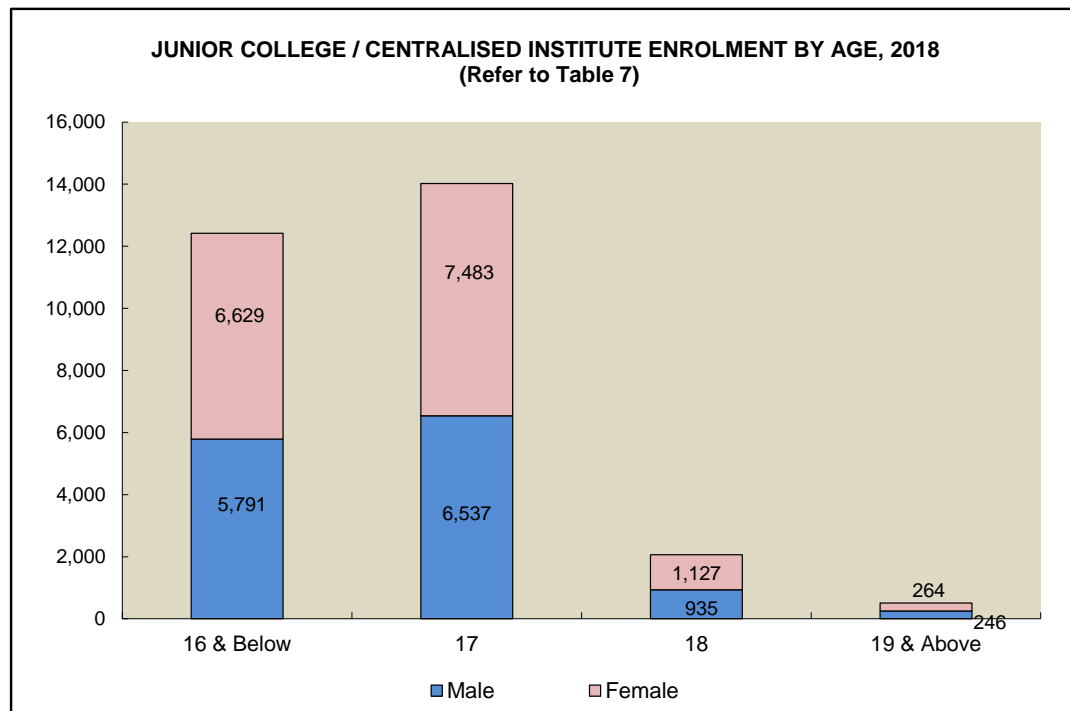
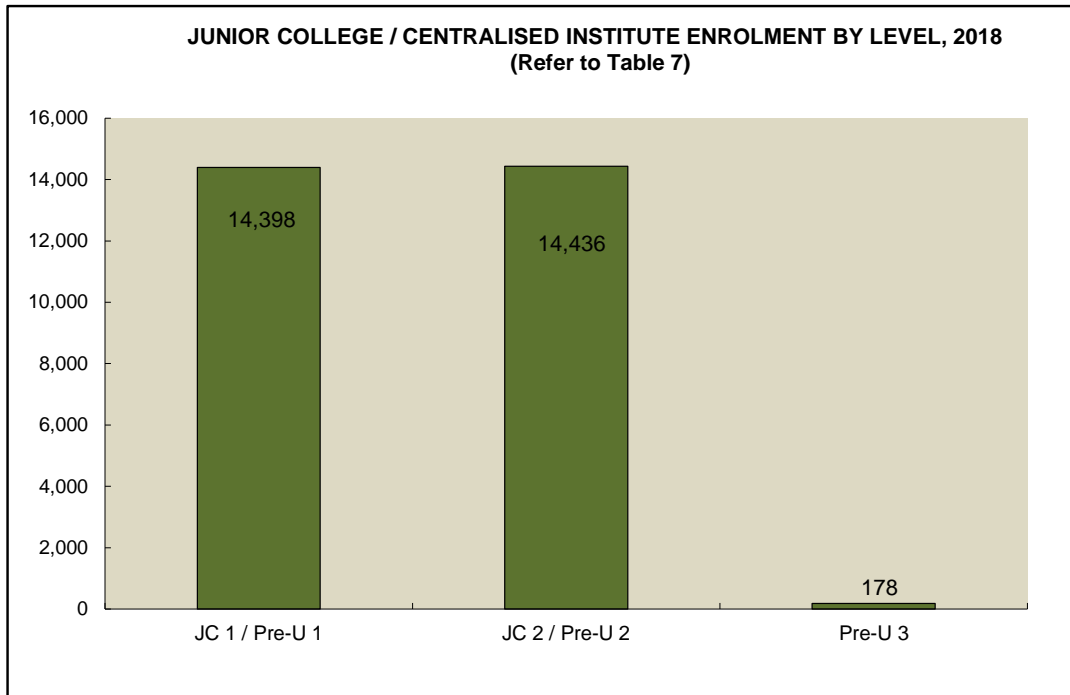


6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2018

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
Total	MF	37,274	38,221	38,445	41,480	8,091	1,594	213	26	3	165,347
	F	18,235	18,535	18,768	20,225	3,766	709	92	8	2	80,340
Secondary 1	MF	37,272	1,412	342	48	11	0	1	0	0	39,086
	F	18,234	634	164	27	4	0	1	0	0	19,064
Express	MF	23,692	580	149	11	0	0	0	0	0	24,432
	F	12,211	286	71	7	0	0	0	0	0	12,575
Normal(A)	MF	9,186	353	114	9	1	0	0	0	0	9,663
	F	4,355	157	58	5	0	0	0	0	0	4,575
Normal(T)	MF	4,394	479	79	28	10	0	1	0	0	4,991
	F	1,668	191	35	15	4	0	1	0	0	1,914
Secondary 2	MF	2	36,807	1,613	513	72	23	0	0	0	39,030
	F	1	17,899	706	228	34	10	0	0	0	18,878
Express	MF	1	23,707	663	265	8	1	0	0	0	24,645
	F	1	12,134	331	125	7	1	0	0	0	12,599
Normal(A)	MF	1	8,999	531	140	31	8	0	0	0	9,710
	F	0	4,290	206	70	15	3	0	0	0	4,584
Normal(T)	MF	0	4,101	419	108	33	14	0	0	0	4,675
	F	0	1,475	169	33	12	6	0	0	0	1,695
Secondary 3	MF	0	2	36,489	3,037	883	105	15	1	0	40,532
	F	0	2	17,898	1,322	381	47	10	1	0	19,661
Express	MF	0	1	23,658	1,434	494	30	2	0	0	25,619
	F	0	1	12,192	672	241	13	2	0	0	13,121
Normal(A)	MF	0	1	9,112	997	226	37	5	0	0	10,378
	F	0	1	4,293	422	80	16	4	0	0	4,816
Normal(T)	MF	0	0	3,719	606	163	38	8	1	0	4,535
	F	0	0	1,413	228	60	18	4	1	0	1,724
Secondary 4	MF	0	0	1	37,882	3,230	1,018	88	17	2	42,238
	F	0	0	0	18,648	1,378	465	36	6	2	20,535
Express	MF	0	0	1	24,966	1,560	610	35	1	0	27,173
	F	0	0	0	13,102	733	298	16	0	0	14,149
Normal(A)	MF	0	0	0	8,746	967	230	28	8	0	9,979
	F	0	0	0	3,970	380	92	9	3	0	4,454
Normal(T)	MF	0	0	0	4,170	703	178	25	8	2	5,086
	F	0	0	0	1,576	265	75	11	3	2	1,932
Secondary 5	MF	0	0	0	0	3,895	448	109	8	1	4,461
	F	0	0	0	0	1,969	187	45	1	0	2,202

Note:

- 1) Normal(T) figures include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.
- 2) All Secondary 5 students are in the Normal (Academic) course.
- 3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.
- 4) Age is as at the start of the year.



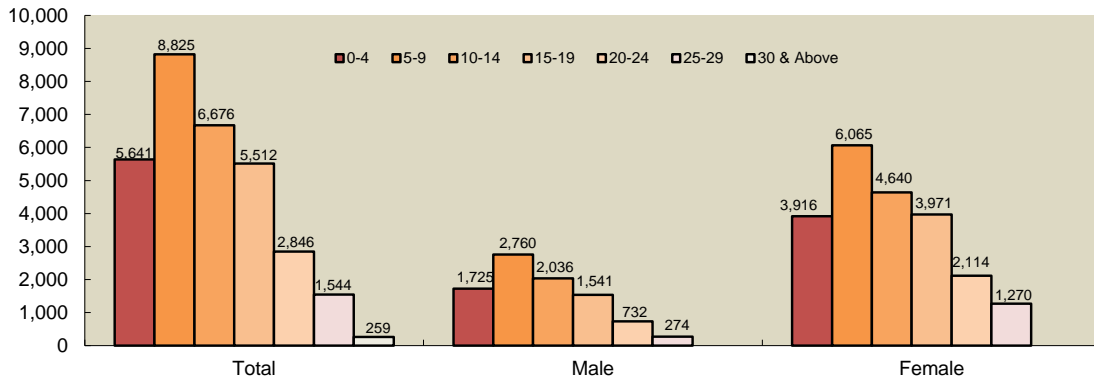
7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2018

Level	Sex	Age (in years)						Total
		≤ 16	17	18	19	20	≥ 21	
Total	MF	12,420	14,020	2,062	440	62	8	29,012
	F	6,629	7,483	1,127	231	29	4	15,503
JC 1 / Pre-U 1	MF	12,419	1,589	365	19	6	0	14,398
	F	6,628	839	177	10	3	0	7,657
JC 2 / Pre-U 2	MF	1	12,431	1,590	371	37	6	14,436
	F	1	6,644	890	190	15	2	7,742
Pre-U 3	MF	0	0	107	50	19	2	178
	F	0	0	60	31	11	2	104

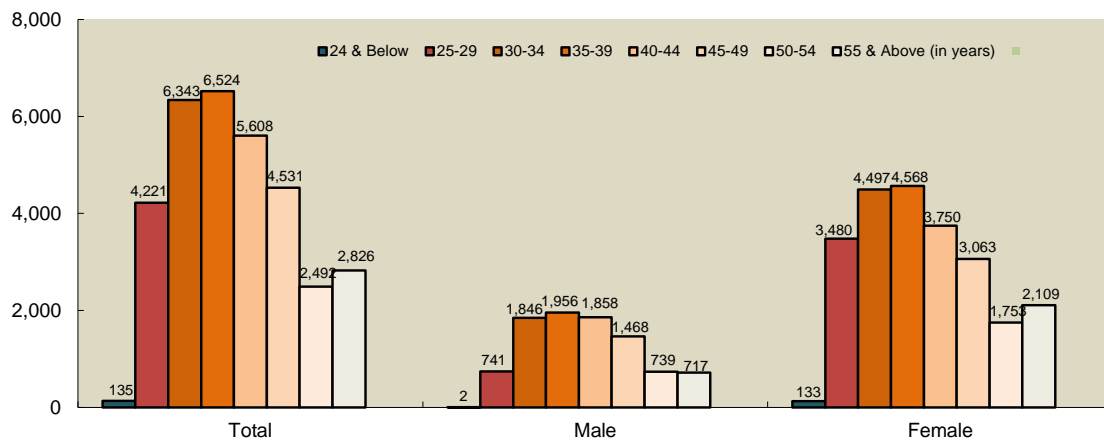
Note :

- 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
- 2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
- 3) Age is as at the start of the year.

TEACHERS BY LENGTH OF SERVICE, 2018 (Refer to Table 8)



TEACHERS BY AGE, 2018 (Refer to Table 8)



8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2018

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	15,787	12,747	14,241	9,101	2,652	1,505	32,680	23,353
Length of Service (in years)¹								
0 - 4	2,522	2,008	2,684	1,668	435	240	5,641	3,916
5 - 9	3,993	3,071	4,100	2,574	732	420	8,825	6,065
10 - 14	3,165	2,504	2,888	1,784	623	352	6,676	4,640
15 - 19	3,104	2,520	2,054	1,273	354	178	5,512	3,971
20 - 24	1,350	1,145	1,261	836	235	133	2,846	2,114
25 - 29	929	835	515	379	100	56	1,544	1,270
30 & Above	724	664	739	587	173	126	1,636	1,377
Age (in years)								
24 & Below	68	67	63	62	4	4	135	133
25 - 29	1,849	1,661	2,094	1,626	278	193	4,221	3,480
30 - 34	2,798	2,207	2,971	1,954	574	336	6,343	4,497
35 - 39	3,205	2,525	2,707	1,685	612	358	6,524	4,568
40 - 44	2,930	2,300	2,240	1,246	438	204	5,608	3,750
45 - 49	2,391	1,901	1,840	1,020	300	142	4,531	3,063
50 - 54	1,308	1,042	1,021	631	163	80	2,492	1,753
55 & Above	1,238	1,044	1,305	877	283	188	2,826	2,109

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2018

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	311	213	291	145	36	19	638	377

Length of Service (in years)¹

0 - 9	4	3	7	1	1	1	12	5
10 - 14	30	19	52	16	8	4	90	39
15 - 19	91	60	71	31	10	5	172	96
20 - 24	84	45	69	33	6	2	159	80
25 - 29	49	43	31	17	4	1	84	61
30 & Above	53	43	61	47	7	6	121	96

Age (in years)

30 - 34	2	2	2	1	0	0	4	3
35 - 39	28	24	47	24	8	5	83	53
40 - 44	84	56	62	24	10	5	156	85
45 - 49	92	53	72	30	6	2	170	85
50 - 54	54	37	39	21	4	2	97	60
55 & Above	51	41	69	45	8	5	128	91

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2018

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	186	139	147	75	20	9	353	223
Length of Service (in years)¹								
0 - 9	7	6	0	0	2	1	9	7
10 - 14	5	3	10	2	0	0	15	5
15 - 19	23	13	28	10	3	0	54	23
20 - 24	49	35	40	19	3	1	92	55
25 - 29	39	34	23	12	1	1	63	47
30 & Above	63	48	46	32	11	6	120	86
Age (in years)								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	4	3	5	2	0	0	9	5
40 - 44	29	21	29	13	2	0	60	34
45 - 49	45	32	42	19	4	2	91	53
50 - 54	47	38	27	14	2	0	76	52
55 & Above	61	45	44	27	12	7	117	79

Note :1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

11 STATISTICS¹ ON PRIVATE SCHOOLS, 2018

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
Total	28	12,530	5,347	1,964	1,555
Full-time Islamic Religious School (Madrasah)	6	3,589	2,258	258	189
Privately Funded School ²	3	2,904	1,399	304	180
Special Education School ³	19	6,037	1,690	1,402	1,186

Note : 1) The figures include only private schools registered with MOE.

2) Privately-Funded Schools (PFS) offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

3) The figures include only government-funded special education schools.

4) Private kindergartens are not included in these tables.

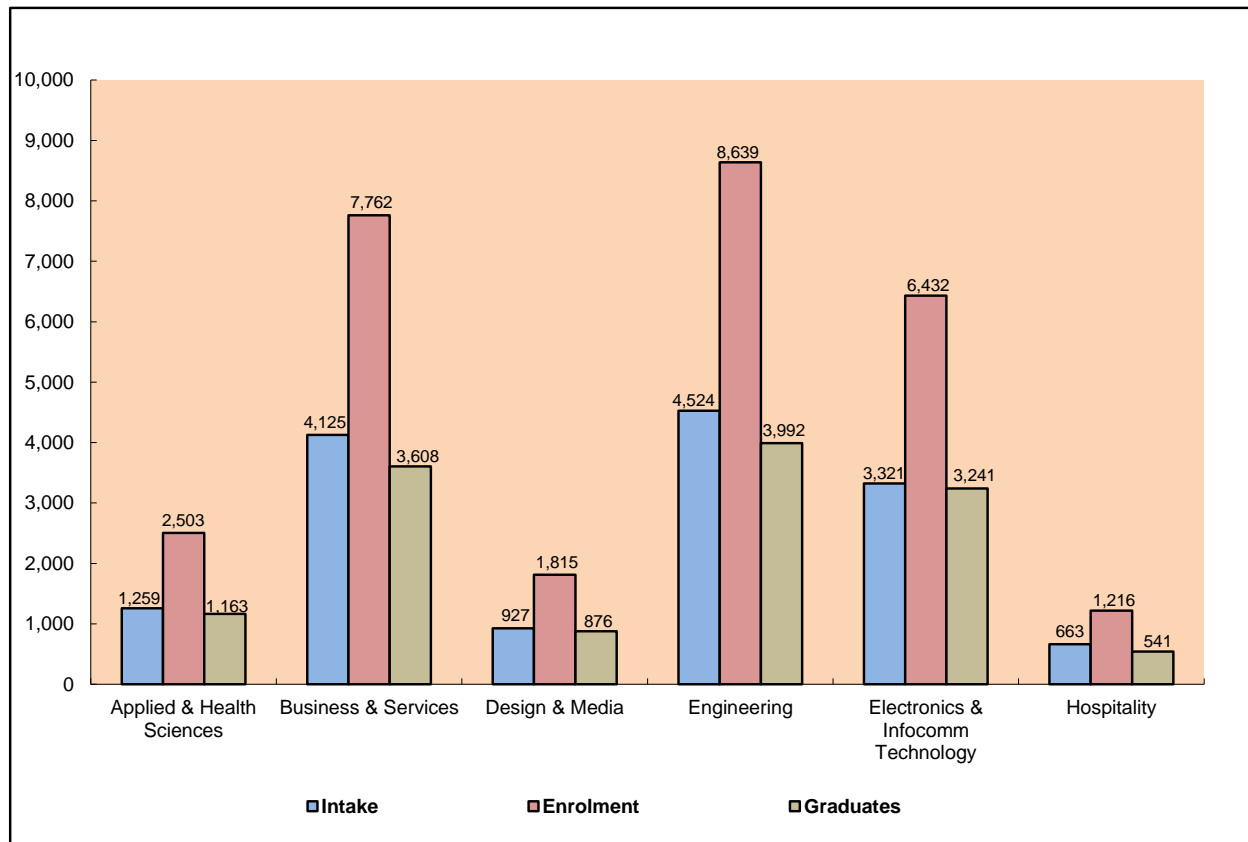
SECTION 2

Post-Secondary Education

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2018

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	14,819	5,629	28,367	10,707	13,421	5,026
Applied & Health Sciences	1,259	806	2,503	1,602	1,163	737
Business & Services	4,125	2,507	7,762	4,732	3,608	2,221
Design & Media	927	481	1,815	912	876	420
Engineering	4,524	628	8,639	1,198	3,992	559
Electronics & Infocomm Technology	3,321	850	6,432	1,632	3,241	832
Hospitality	663	357	1,216	631	541	257

Note : 1) Refer to the Appendix for the classification of courses.



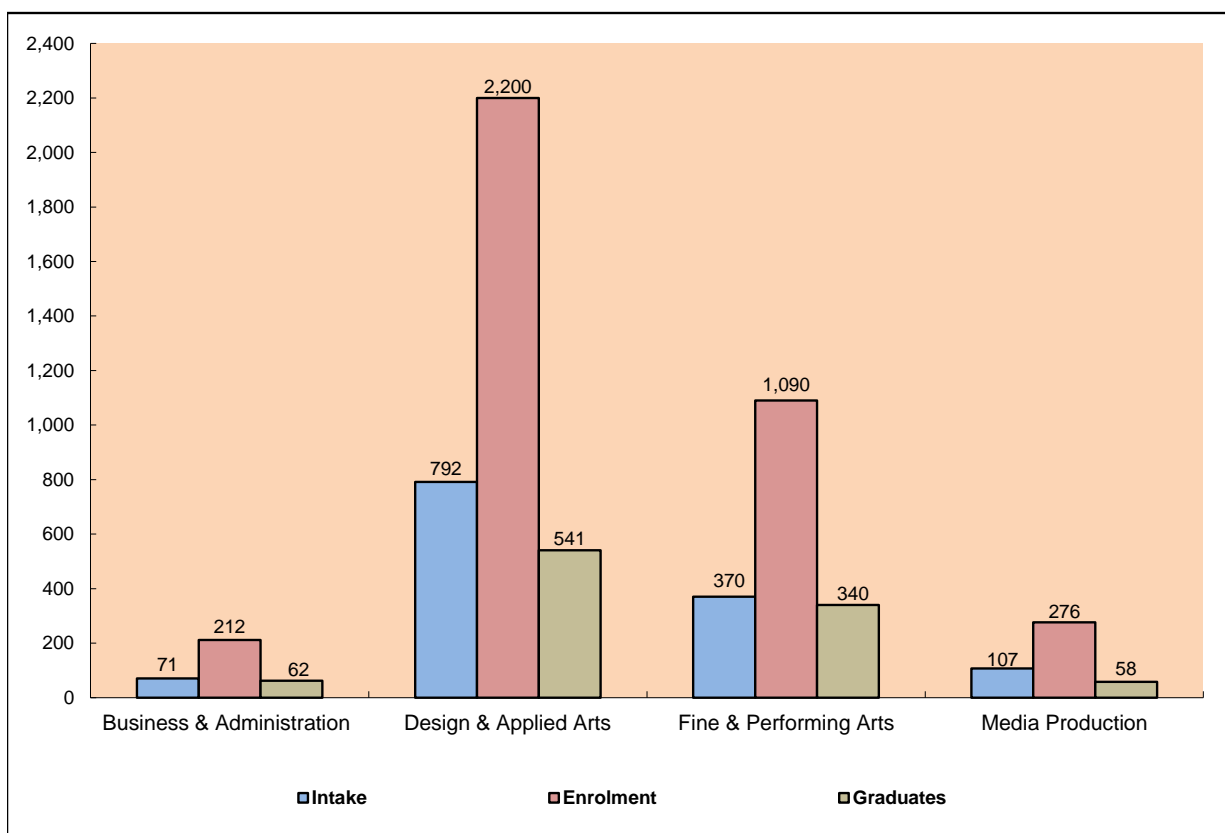
13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2018

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	1,340	930	3,778	2,627	1,001	704
Business & Administration	71	52	212	156	62	46
Design & Applied Arts	792	585	2,200	1,632	541	392
Fine & Performing Arts	370	252	1,090	718	340	239
Media Production	107	41	276	121	58	27

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only.

2) Intake includes direct entry to second and subsequent years.

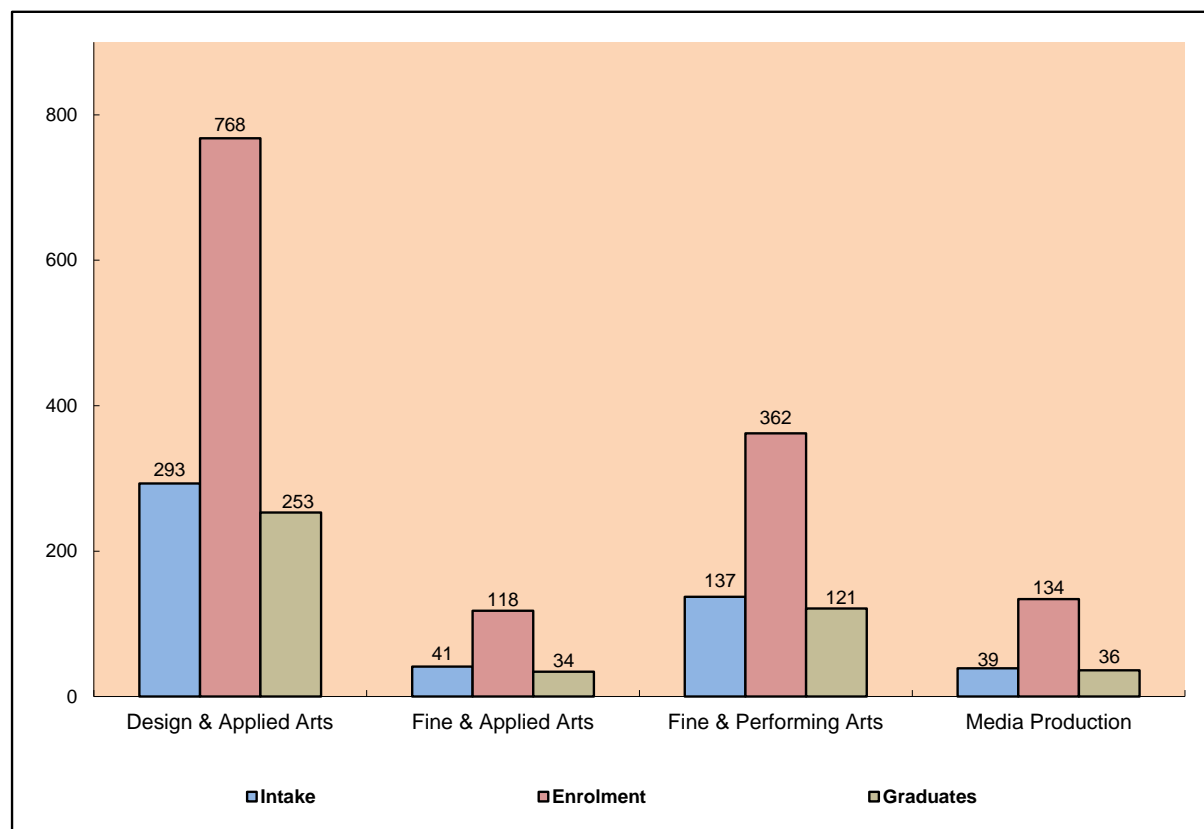
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2018

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	510	363	1,382	1,009	444	329
Design & Applied Arts	293	220	768	601	253	196
Fine & Applied Arts	41	32	118	95	34	29
Fine & Performing Arts	137	88	362	244	121	83
Media Production	39	23	134	69	36	21

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time publicly-funded degree courses only.
 2) Intake includes direct entry to second and subsequent years.
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



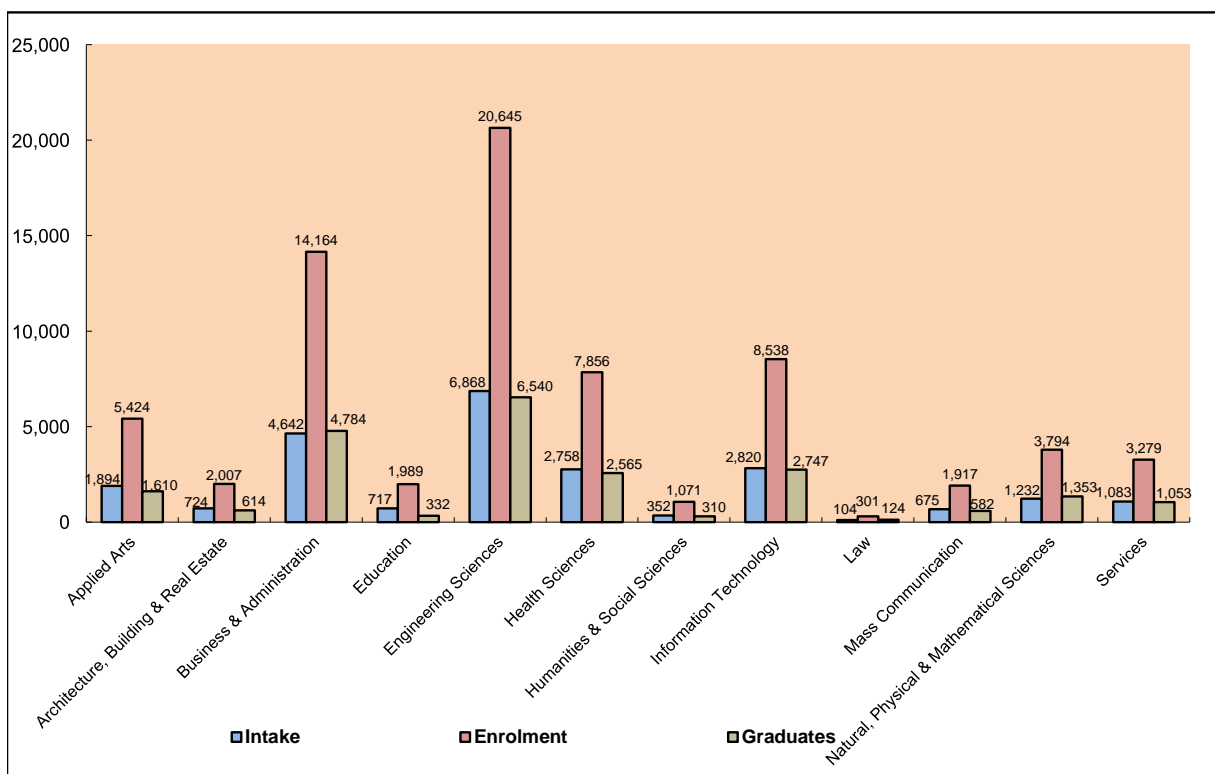
14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2018

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	23,869	11,394	70,985	33,723	22,614	11,175
Applied Arts	1,894	1,111	5,424	3,215	1,610	941
Architecture, Building & Real Estate	724	382	2,007	1,104	614	370
Business & Administration	4,642	2,811	14,164	8,546	4,784	3,006
Education	717	660	1,989	1,843	332	312
Engineering Sciences	6,868	1,473	20,645	4,328	6,540	1,543
Health Sciences	2,758	2,093	7,856	5,909	2,565	1,895
Humanities & Social Sciences	352	268	1,071	809	310	233
Information Technology	2,820	817	8,538	2,608	2,747	996
Law	104	70	301	197	124	76
Mass Communication	675	500	1,917	1,420	582	437
Natural, Physical & Mathematical Sciences	1,232	773	3,794	2,308	1,353	825
Services	1,083	436	3,279	1,436	1,053	541

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes 1,119 students (of which 582 are female) on Polytechnic Foundation Programme.

2) Intake includes direct entry to second year.

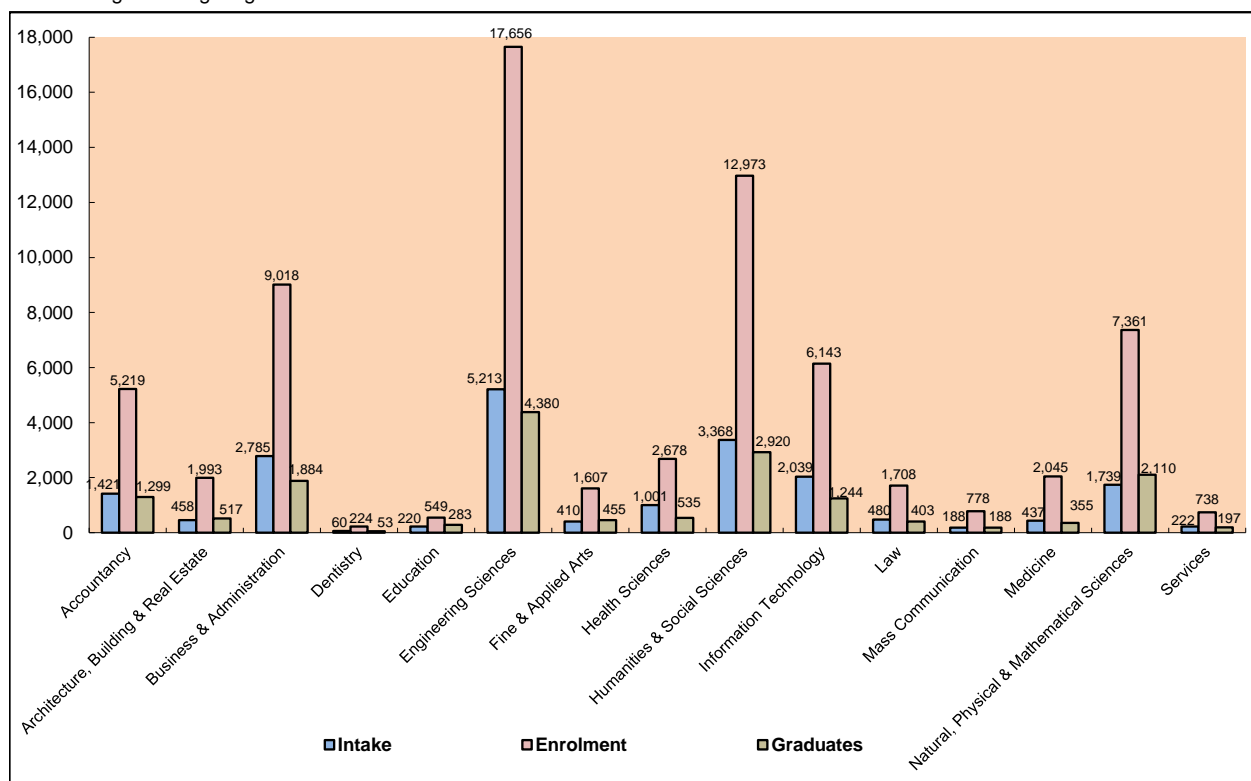
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES¹ BY COURSE (FULL-TIME), 2018

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	20,041	10,001	70,690	35,293	16,823	8,475
Accountancy	1,421	731	5,219	2,898	1,299	720
Architecture, Building & Real Estate	458	280	1,993	1,190	517	343
Business & Administration	2,785	1,701	9,018	5,277	1,884	1,047
Dentistry	60	33	224	135	53	39
Education	220	185	549	449	283	226
Engineering Sciences	5,213	1,484	17,656	4,909	4,380	1,226
Fine & Applied Arts	410	247	1,607	945	455	275
Health Sciences	1,001	728	2,678	1,927	535	385
Humanities & Social Sciences	3,368	2,327	12,973	8,753	2,920	1,975
Information Technology	2,039	685	6,143	1,905	1,244	373
Law	480	226	1,708	818	403	165
Mass Communication	188	146	778	600	188	142
Medicine	437	208	2,045	966	355	189
Natural, Physical & Mathematical Sciences	1,739	916	7,361	4,136	2,110	1,271
Services	222	104	738	385	197	99

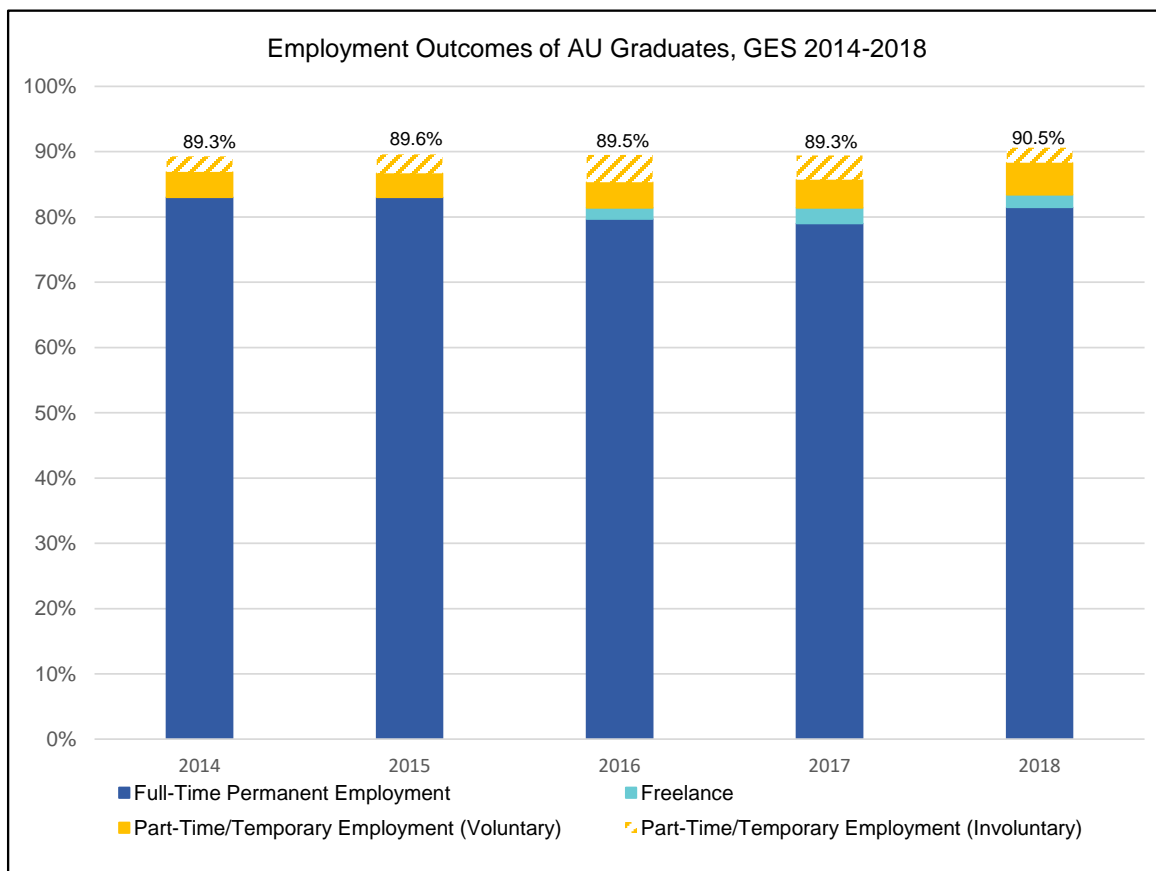
Note: 1) Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and Singapore University of Social Sciences.
2) Intake, enrolment and graduates figures refer to full-time first degree only.
3) Intake figures include students who entered directly into second and subsequent years.
4) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



Notes on Graduate Employment Survey (Refer to Tables 16 to 19) :

- 1 The employment rates refer to the number of graduates employed as a proportion of graduates in the labour force (i.e. those who were working, or not working but actively looking and available for work) approximately six months after completing their final examinations.
- 2 Full-time permanent employment refers to employment of at least 35 hours a week and where the employment is not temporary. It includes those on contracts of one year or more.
- 3 Freelancers refer to those who operate their own business without employing any paid workers in the conduct of their business or trade.
- 4 Involuntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they tried but were unable to obtain a full-time permanent job offer so far.
- 5 Voluntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they were pursuing/ preparing to commence further studies, taking active steps to start a business venture, due to personal choice and other reasons.
- 6 Gross monthly salary pertains only to full-time permanently employed graduates. It comprises basic salary, overtime payments, commissions, fixed allowances and other regular cash payments, before deductions of the employee's CPF contributions and personal income tax. Employer's CPF contributions, bonuses, stock options, lump sum payments, and payments-in-kind are excluded.
- 7 AU, Polytechnic and Arts Institution graduates working on a freelance basis are tracked separately from GES 2016 onwards while ITE graduates are tracked from GES 2017 onwards.
- 8 Fresh graduates refer to those who had completed their studies in the year, comprising mostly females who are not liable for National Service (NS) after graduation and males who defer NS for further studies. Post-NS graduates refer to male graduates who had completed their studies about 2 years earlier. For example, 2018 data refers to male graduates who completed their full-time NS between April 2017 and March 2018 for Polytechnics and ITE graduates.
- 9 Figures might not add up due to rounding.

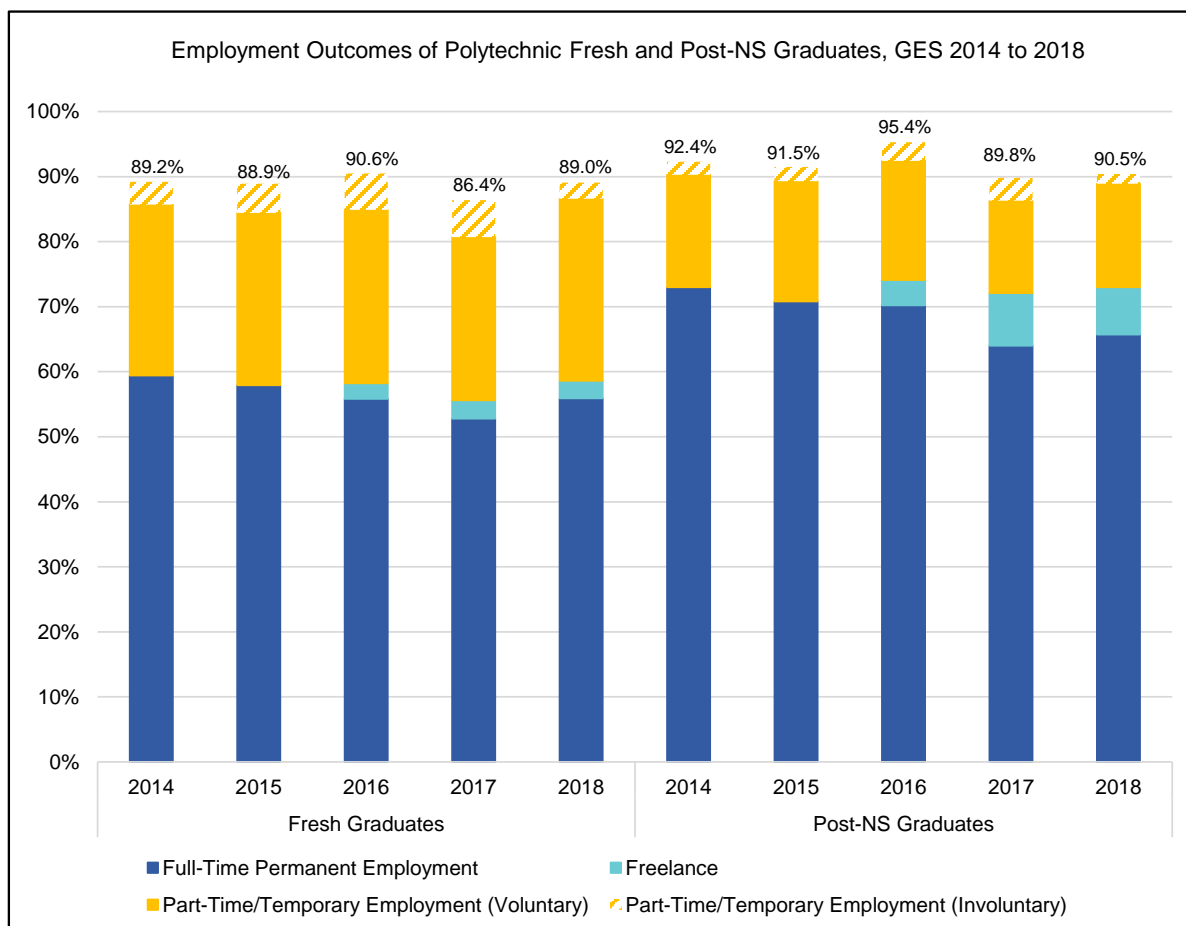
16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES



	2014	2015	2016	2017	2018
Proportion Of AU Graduates In The Labour Force Who Are Employed	89.3%	89.6%	89.5%	89.3%	90.5%
Part-Time/Temporary Employment (Involuntary)	2.4%	2.9%	4.2%	3.7%	2.3%
Part-Time/Temporary Employment (Voluntary)	3.9%	3.7%	3.9%	4.3%	4.9%
Freelance	-	-	1.7%	2.4%	1.9%
Full-Time Permanent Employment	83.0%	83.0%	79.7%	79.0%	81.5%
Median Gross Monthly Salary of FTP Employed AU Graduates	\$3,200	\$3,300	\$3,300	\$3,400	\$3,500

Source: Graduate Employment Survey jointly conducted by NTU, NUS, SIT, SMU, SUSS and SUTD

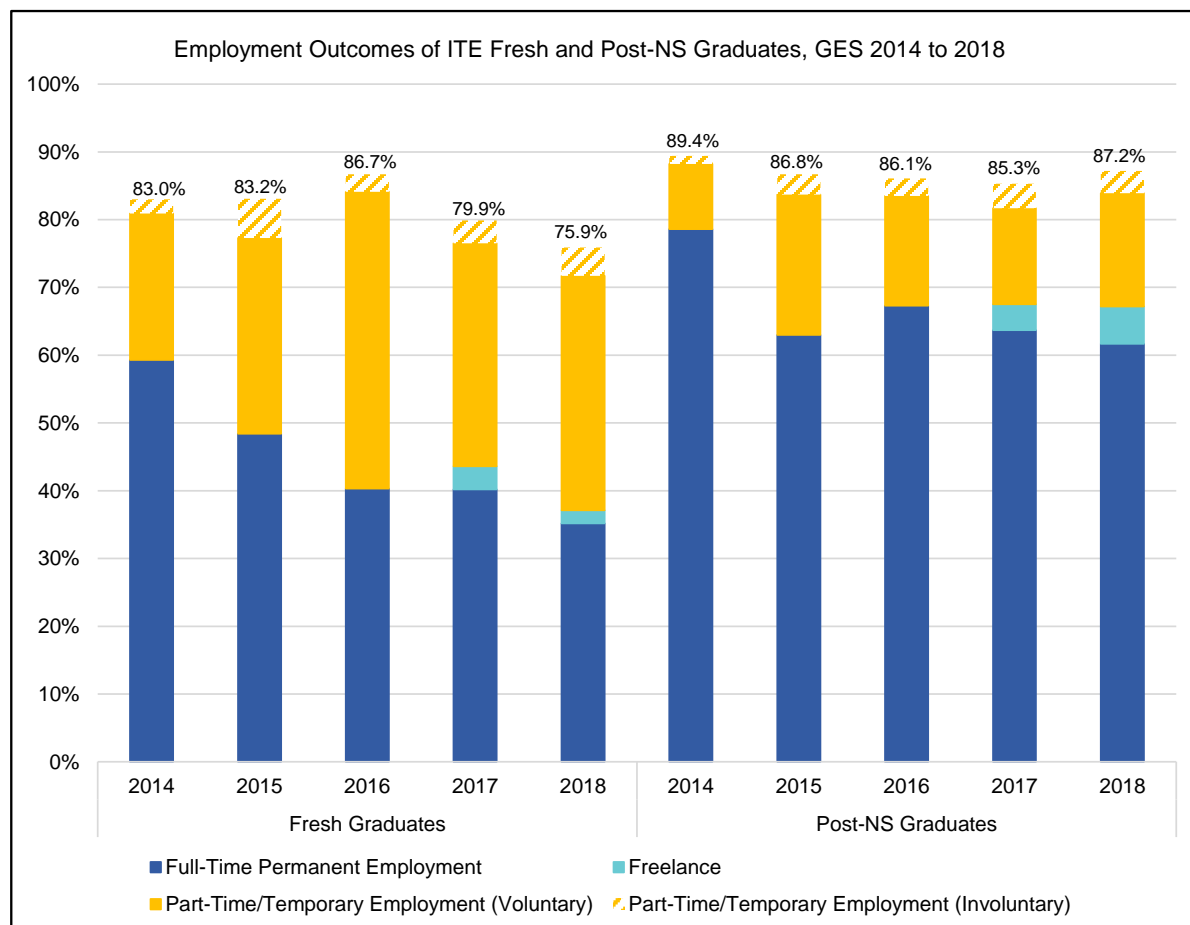
17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Proportion Of Polytechnic Graduates In The Labour Force Who Are Employed	89.2%	88.9%	90.6%	86.4%	89.0%	92.4%	91.5%	95.4%	89.8%	90.5%
Part-Time/Temporary Employment (Involuntary)	3.5%	4.5%	5.6%	5.7%	2.5%	2.0%	2.2%	2.9%	3.5%	1.5%
Part-Time/Temporary Employment (Voluntary)	26.3%	26.5%	26.7%	25.1%	28.0%	17.3%	18.5%	18.3%	14.2%	15.9%
Freelance	-	-	2.4%	2.8%	2.7%	-	-	3.9%	8.1%	7.3%
Full-Time Permanent Employment	59.4%	57.9%	55.8%	52.8%	55.9%	73.0%	70.8%	70.2%	64.0%	65.7%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,000	\$2,100	\$2,180	\$2,200	\$2,270	\$2,400	\$2,500	\$2,517	\$2,480	\$2,501

Source: Graduate Employment Survey jointly conducted by NP, NYP, RP, SP and TP

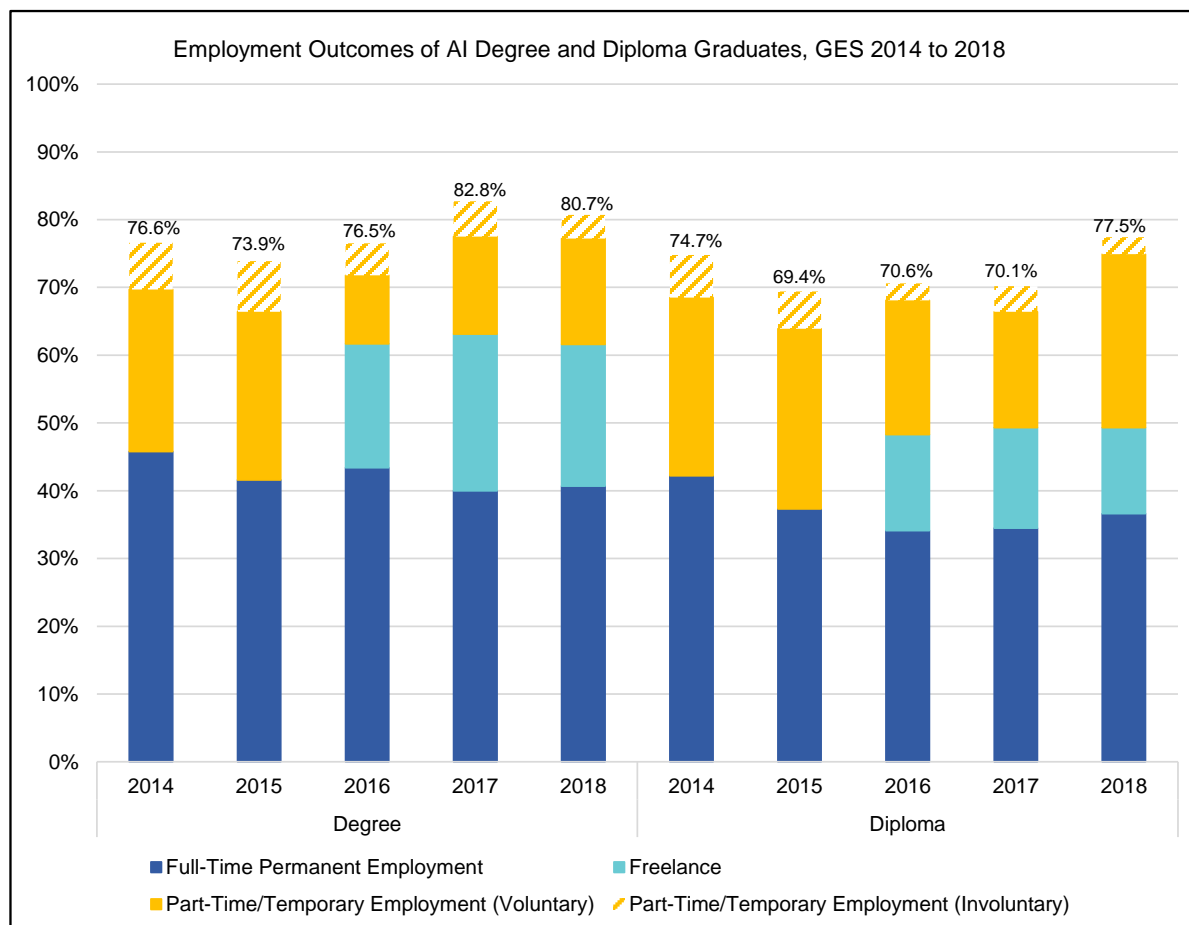
18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Proportion Of ITE Graduates In The Labour Force Who Are Employed	83.0%	83.2%	86.7%	79.9%	75.9%	89.4%	86.8%	86.1%	85.3%	87.2%
Part-Time/Temporary Employment (Involuntary)	2.1%	5.8%	2.6%	3.4%	4.2%	1.2%	3.0%	2.6%	3.6%	3.3%
Part-Time/Temporary Employment (Voluntary)	21.6%	28.9%	43.8%	32.9%	34.6%	9.6%	20.7%	16.2%	14.2%	16.7%
Freelance	-	-	-	3.4%	1.9%	-	-	-	3.8%	5.5%
Full-Time Permanent Employment	59.3%	48.4%	40.3%	40.2%	35.2%	78.6%	63.0%	67.3%	63.7%	61.7%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$1,500	\$1,700	\$1,655	\$1,700	\$1,700	\$1,835	\$1,950	\$2,000	\$2,100	\$2,200

Source: Graduate Employment Survey jointly conducted by ITE

19 EMPLOYMENT OUTCOMES OF ARTS INSTITUTION DEGREE AND DIPLOMA GRADUATES



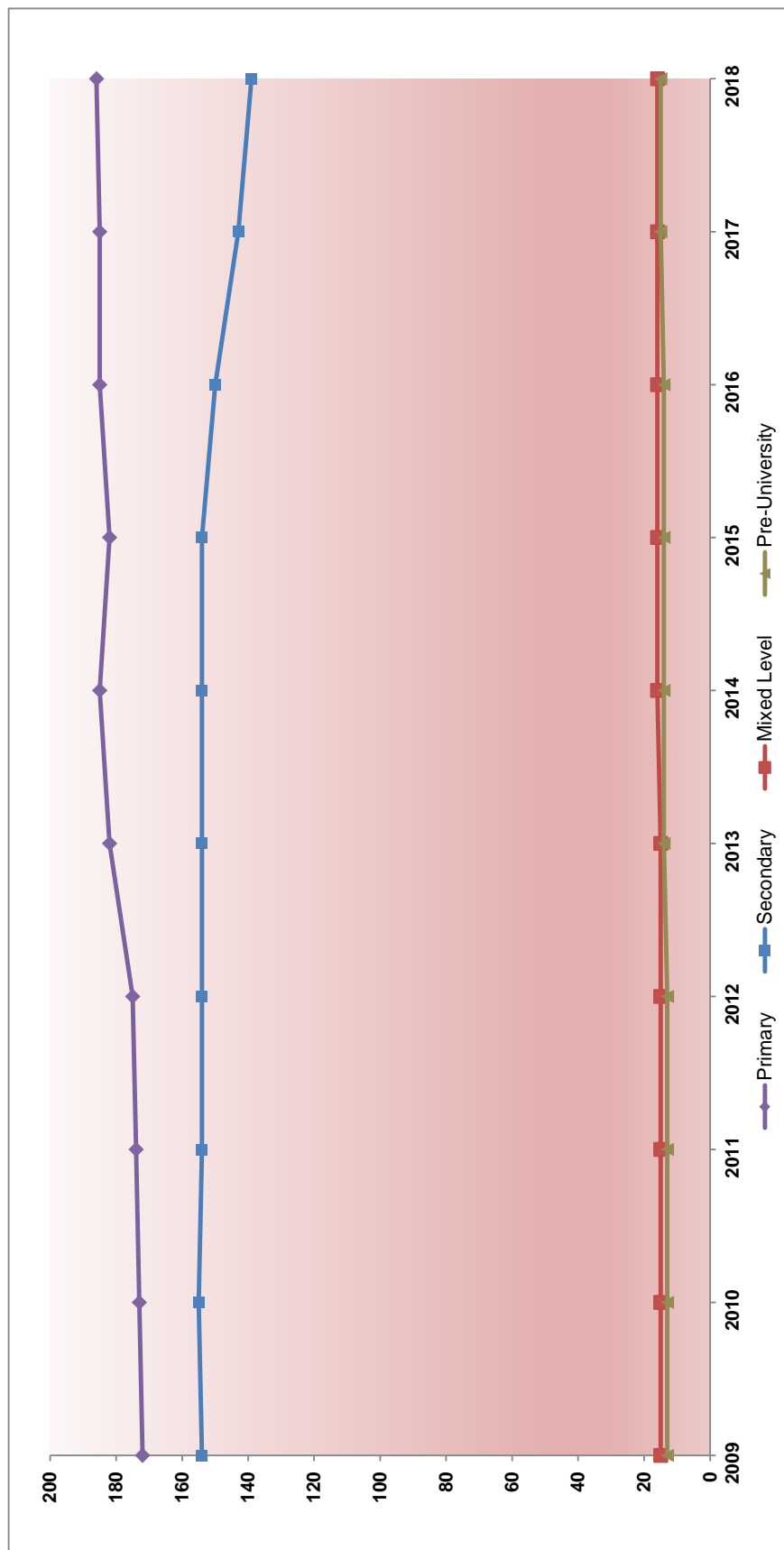
	Degree					Diploma				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Proportion Of AI Graduates In The Labour Force Who Are Employed	76.6%	73.9%	76.5%	82.8%	80.7%	74.7%	69.4%	70.6%	70.1%	77.5%
Part-Time/Temporary Employment (Involuntary)	6.9%	7.5%	4.7%	5.2%	3.5%	6.3%	5.5%	2.5%	3.8%	2.5%
Part-Time/Temporary Employment (Voluntary)	23.9%	24.8%	10.1%	14.4%	15.6%	26.3%	26.6%	19.8%	17.1%	25.6%
Freelance	-	-	18.3%	23.1%	20.9%	-	-	14.2%	14.8%	12.7%
Full-Time Permanent Employment	45.8%	41.6%	43.4%	40.0%	40.7%	42.2%	37.3%	34.1%	34.5%	36.6%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,460	\$2,461	\$2,500	\$2,500	\$2,500	\$2,000	\$2,200	\$2,050	\$2,000	\$2,100

Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA

SECTION 3

Statistical Series

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 20)



20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary					Mixed Level ¹				Pre-University				Grand Total		
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep ²	Spec ^d ²	Total	Govt	Aided	Indep	Spec Indep ²	Total	Junior College ³			Centralised Institute ⁴	Total ⁵
															Govt	Aided			
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	32	-	-	-	-	493
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	30	1	-	-	1	504
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	23	2	5	-	7 (19)	450
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	9	9	5	-	18 (25)	360
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	6	10	5	2	17	375
2009	131	41	172	120	28	3	1	2	154	5	3	5	2	15	8	4	1	13	354
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	15	8	4	1	13	356
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	15	8	4	1	13	356
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	15	8	4	1	13	357
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	15	9	4	1	14	365
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	16	9	4	1	14	369
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	16	9	4	1	14	366
2016	144	41	185	115	28	2	1	4	150	4	3	6	3	16	9	4	1	14	365
2017	144	41	185	108	28	2	1	4	143	4	3	6	3	16	10	4	1	15	359
2018	145	41	186	104	28	2	1	4	139	4	3	6	3	16	10	4	1	15	356

Note: 1) Mixed Level comprises Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools. Figures are classified by type according to their secondary sections.

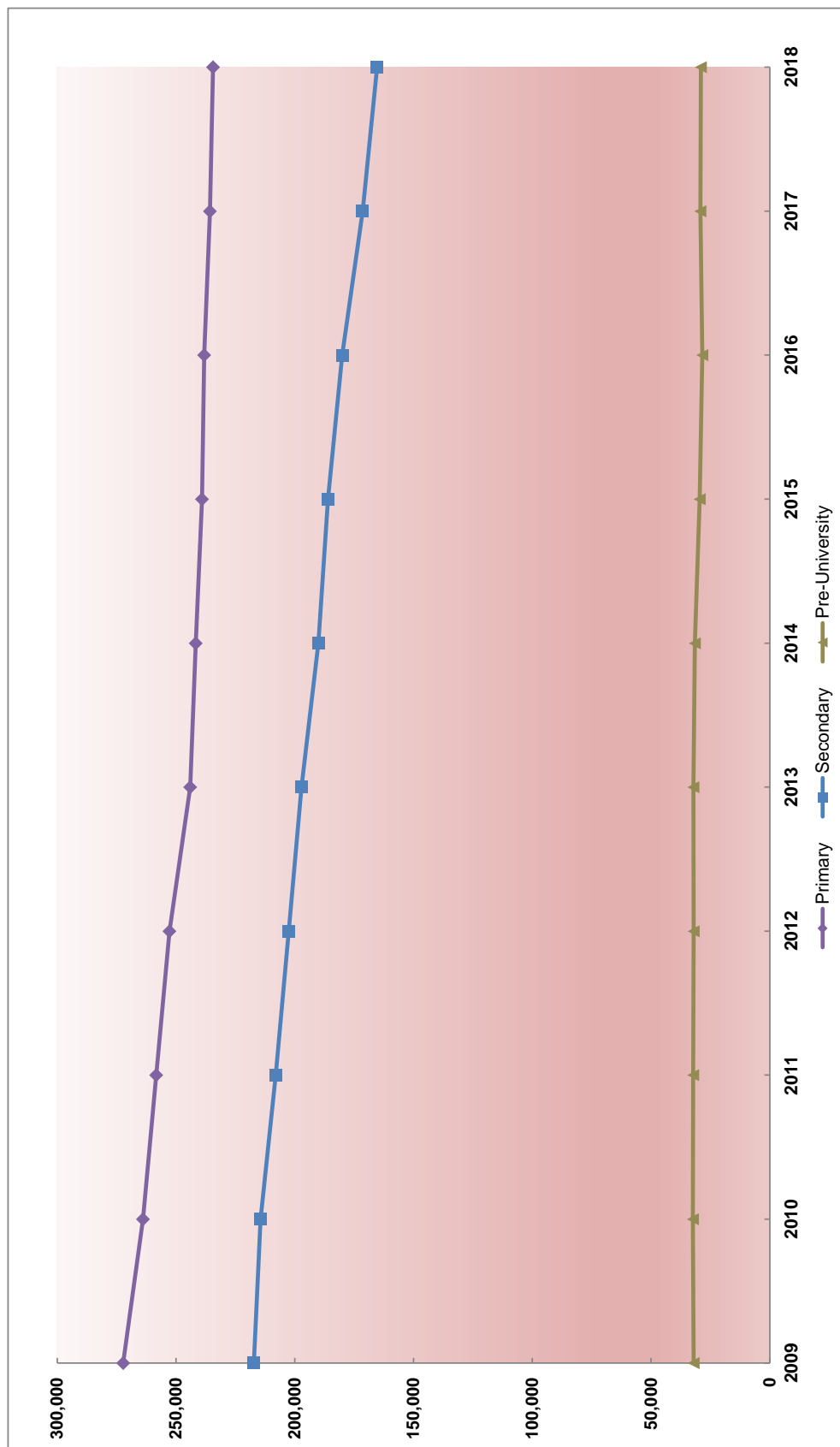
2) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

3) The first junior college (National Junior College) was opened in 1969.

4) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.

5) Figures exclude the number of Pre-U centres, which are indicated in parentheses. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-level certification. They were phased out in 1995 due to falling demand.

ENROLMENT BY LEVEL (Refer to Table 21)



21 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary					Pre-University ¹					Grand Total	
		Govt	Aided	Total	Govt	Aided	Auto ²	Indep	Total	Govt	Aided	Auto ²	Indep	Total		
1960	MF	139,932	143,104	283,036	26,300	24,623	-	-	50,923	1,298	3,830	-	-	5,128	339,087	
1970	F	61,636	63,430	125,066	8,484	11,607	-	-	20,091	330	1,442	-	-	1,772	146,929	
	MF	233,692	129,150	362,842	97,997	35,408	-	-	133,405	5,877	3,991	-	-	9,868	506,115	
1980	F	108,947	60,472	169,419	46,472	18,830	-	-	65,302	2,664	1,627	-	-	4,291	239,012	
	MF	214,187	77,323	291,510	115,185	40,348	-	-	155,533	9,826	6,446	-	-	16,272	463,315	
1990	F	101,232	37,971	139,203	57,734	21,034	-	-	78,768	5,799	3,819	-	-	9,618	227,589	
	MF	195,994	61,763	257,757	116,693	35,589	-	8,260	160,542	21,107	8,107	-	-	29,214	447,513	
2000	F	91,747	30,437	122,184	56,741	20,036	-	1,654	78,431	12,110	4,268	-	-	16,378	216,993	
	MF	223,272	82,433	305,705	110,154	27,902	25,262	12,087	175,405	16,452	8,352	-	-	24,804	505,914	
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	83,854	9,141	4,365	-	-	13,506	244,767	
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd ³	Total	Govt	Aided	Indep	Spec	Total	
2009	MF	196,830	75,424	272,254	157,904	43,367	13,309	1,567	1,083	217,230	19,478	6,712	5,657	263	32,110	521,594
	F	93,145	38,181	131,326	75,849	21,814	5,850	752	361	104,626	11,152	3,653	2,668	96	17,569	253,521
2010	MF	189,999	73,907	263,906	155,033	42,934	13,260	1,953	1,208	214,388	19,440	6,877	5,717	386	32,420	510,714
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	103,279	11,100	3,816	2,717	136	17,769	248,585
2011	MF	185,451	72,842	258,293	148,912	42,412	13,118	2,212	1,320	207,974	19,138	6,821	5,824	513	32,296	498,563
	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	100,346	10,802	3,742	2,782	239	17,565	242,722
2012	MF	180,829	71,906	252,735	143,943	41,620	13,024	2,465	1,468	202,520	19,035	6,618	5,811	623	32,087	487,342
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	97,723	10,834	3,536	2,809	332	17,511	237,688
2013	MF	173,721	70,324	244,045	139,542	40,456	12,759	2,693	1,715	197,165	19,109	6,545	5,881	630	32,165	473,375
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	95,217	10,797	3,456	2,874	328	17,455	231,294
2014	MF	171,975	69,708	241,683	133,103	39,555	12,585	2,699	2,165	190,107	18,755	6,278	5,908	672	31,613	463,403
	F	81,912	35,791	117,703	64,049	20,036	5,585	1,211	783	91,664	10,474	3,330	2,870	361	17,035	226,402
2015	MF	169,972	69,130	239,102	129,811	38,594	12,399	2,670	2,562	186,036	17,476	5,659	5,717	707	29,559	454,697
	F	81,087	35,521	116,608	62,626	19,502	5,552	1,200	908	89,788	9,722	3,085	2,775	385	15,967	222,363
2016	MF	169,389	68,751	238,140	124,845	37,529	12,067	2,665	2,894	180,000	16,763	5,308	5,669	702	28,442	446,582
	F	80,871	35,287	116,158	60,536	19,051	5,478	1,158	1,027	87,250	9,329	2,893	2,766	381	15,369	218,777
2017	MF	167,732	68,022	235,754	117,350	36,645	11,856	2,651	2,918	171,420	17,269	5,410	5,862	711	29,252	436,426
	F	80,179	34,895	115,074	56,895	18,608	5,407	1,144	1,014	83,068	9,656	2,892	2,836	375	15,759	213,901
2018	MF	166,848	67,566	234,414	112,140	35,946	11,862	2,664	2,735	165,347	15,908	6,203	6,197	704	29,012	428,773
	F	79,810	34,663	114,473	54,593	18,243	5,405	1,178	921	80,340	8,791	3,323	3,012	377	15,503	210,316

Note: 1) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.

3) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

22 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5 ¹			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	MF	60,049	59,052	51,087	43,395	-	-	38,241	-	-	31,212	-	-	283,036
1970	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
	MF	55,557	55,070	57,585	59,440	-	-	60,272	-	-	74,918	-	-	362,842
1980	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
	MF	46,377	49,655	47,495	45,994	4,670	2,189	45,374	-	-	49,756	-	-	291,510
1990	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
	MF	39,317	41,582	41,254	36,086	2,620	1,695	33,444	5,155	1,643	32,508	3,981	2,066	257,757 ²
2000	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
	MF	50,204	49,844	50,019	52,116	-	-	10,238	34,369	4,142	9,239	36,959	8,575	305,705
2009	F	24,215	24,144	24,254	25,156	-	-	5,639	16,238	1,558	5,170	17,757	3,276	147,407
	MF	42,489	42,765	48,218	45,200	-	-	44,789	-	-	48,793	-	-	272,254
2010	F	20,659	20,662	23,111	21,692	-	-	21,685	-	-	23,517	-	-	131,326
	MF	39,595	42,405	43,022	48,418	-	-	45,141	-	-	45,325	-	-	263,906
2011	F	19,274	20,635	20,798	23,224	-	-	21,680	-	-	21,926	-	-	127,537
	MF	39,295	39,492	42,542	43,165	-	-	48,281	-	-	45,518	-	-	258,293
2012	F	18,991	19,252	20,712	20,833	-	-	23,165	-	-	21,858	-	-	124,811
	MF	39,582	39,258	39,610	42,652	-	-	43,042	-	-	48,591	-	-	252,735
2013	F	19,300	18,994	19,310	20,780	-	-	20,787	-	-	23,283	-	-	122,454
	MF	40,168	39,407	39,273	39,510	-	-	42,384	-	-	43,303	-	-	244,045
2014	F	19,566	19,232	19,013	19,279	-	-	20,652	-	-	20,880	-	-	118,622
	MF	40,927	40,179	39,440	39,252	-	-	39,277	-	-	42,608	-	-	241,683
2015	F	19,962	19,579	19,245	19,030	-	-	19,168	-	-	20,719	-	-	117,703
	MF	40,063	40,774	40,199	39,461	-	-	39,094	-	-	39,511	-	-	239,102
2016	F	19,633	19,912	19,592	19,273	-	-	18,964	-	-	19,234	-	-	116,608
	MF	38,904	40,077	40,733	40,136	-	-	39,252	-	-	39,038	-	-	238,140
2017	F	18,977	19,642	19,880	19,578	-	-	19,153	-	-	18,928	-	-	116,158
	MF	36,885	38,997	40,135	40,618	-	-	39,949	-	-	39,170	-	-	235,754
2018	F	17,936	19,051	19,662	19,843	-	-	19,482	-	-	19,100	-	-	115,074
	MF	37,671	37,092	39,173	40,180	-	-	40,427	-	-	39,871	-	-	234,414
2018	F	18,392	18,054	19,110	19,685	-	-	19,775	-	-	19,457	-	-	114,473

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 into Primary 5 EM1, EM2 and EM3 streams.

2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard or Foundation level subjects depending on their aptitude in each subject.

23.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1				Secondary 2				Secondary 3						
		Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total	Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total	Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total
1960	MF	-	20,842	-	-	20,842	-	13,048	-	-	13,048	-	9,333	-	-	9,333
	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
1970	MF	-	38,200	-	-	38,200	-	36,970	-	-	36,970	-	30,485	-	-	30,485
	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
1980	MF	1,511	45,489	-	-	47,000	1,737	39,068	-	-	40,805	-	34,803	-	-	34,803
	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
1990	MF	2,354	20,113	13,292	-	35,759	2,278	22,336	13,167	-	37,781	2,228	21,503	12,623	-	36,354
	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
2000	MF	4,182	22,585	9,855	7,795	44,417	3,766	19,939	9,472	5,808	38,985	4,329	22,573	10,609	5,975	43,486
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
2009	MF	-	30,808	12,489	6,786	50,083	-	31,159	13,445	6,439	51,043	4,626	28,959	13,932	6,923	54,440
	F	-	15,882	5,811	2,384	24,077	-	16,222	6,143	2,172	24,537	2,572	14,919	6,214	2,461	26,166
2010	MF	-	29,785	12,394	6,491	48,670	-	31,296	12,978	6,661	50,935	-	32,933	14,048	6,197	53,178
	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
2011	MF	-	27,732	11,436	6,045	45,213	-	30,226	12,882	6,248	49,356	-	32,869	13,579	6,513	52,961
	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
2012	MF	-	27,293	11,848	6,057	45,198	-	28,038	11,825	5,842	45,705	-	31,387	13,324	6,084	50,795
	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
2013	MF	-	28,870	12,747	6,477	48,094	-	27,671	12,132	5,745	45,548	-	28,897	12,144	5,674	46,715
	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
2014	MF	-	27,490	9,873	5,606	42,969	-	29,241	12,973	6,114	48,328	-	28,619	12,447	5,646	46,712
	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
2015	MF	-	26,736	9,972	5,509	42,217	-	27,719	10,141	5,396	43,256	-	30,007	13,222	5,973	49,202
	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555
2016	MF	-	24,613	10,033	4,904	39,550	-	26,976	10,248	5,253	42,477	-	28,387	10,614	5,249	44,250
	F	-	12,568	4,795	1,899	19,262	-	14,020	4,651	2,031	20,702	-	14,519	4,870	1,855	21,244
2017	MF	-	24,475	9,559	4,948	38,982	-	24,915	10,170	4,649	39,734	-	27,750	10,504	5,155	43,409
	F	-	12,471	4,576	1,859	18,906	-	12,760	4,808	1,767	19,335	-	14,399	4,654	1,964	21,017
2018	MF	-	24,432	9,663	4,991	39,086	-	24,645	9,710	4,675	39,030	-	25,619	10,378	4,535	40,532
	F	-	12,575	4,575	1,914	19,064	-	12,599	4,584	1,695	18,878	-	13,121	4,816	1,724	19,661

Continued next page

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

23.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 4					Sec 5	Total				Grand Total
		Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total		Special	Express ¹	Normal (Acad)	Normal (Tech) ²	
1960	MF	-	7,700	-	-	7,700	-	-	50,923	-	-	50,923
	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091
1970	MF	-	27,750	-	-	27,750	-	-	133,405	-	-	133,405
	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302
1980	MF	-	32,925	-	-	32,925	-	3,248	152,285	-	-	155,533
	F	-	16,856	-	-	16,856	-	1,778	76,990	-	-	78,768
1990	MF	2,167	23,733	13,197	-	39,097	11,551	9,027	87,685	63,830	-	160,542
	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431
2000	MF	4,100	21,299	10,058	5,654	41,111	7,406	16,377	86,396	47,400	25,232	175,405
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854
2009	MF	4,535	27,488	13,479	6,684	52,186	9,478	9,161	118,414	62,823	26,832	217,230
	F	2,468	14,378	6,052	2,410	25,308	4,538	5,040	61,401	28,758	9,427	104,626
2010	MF	4,053	28,356	13,003	6,661	52,073	9,532	4,053	122,370	61,955	26,010	214,388
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279
2011	MF	-	31,984	13,307	5,972	51,263	9,181	-	122,811	60,385	24,778	207,974
	F	-	16,760	6,016	1,960	24,736	4,412	-	63,815	28,038	8,493	100,346
2012	MF	-	32,011	13,084	6,230	51,325	9,497	-	118,729	59,578	24,213	202,520
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723
2013	MF	-	30,585	12,776	5,829	49,190	7,618	-	116,023	57,417	23,725	197,165
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217
2014	MF	-	28,293	11,446	5,444	45,183	6,915	-	113,643	53,654	22,810	190,107
	F	-	14,781	5,292	1,903	21,976	3,370	-	58,422	25,061	8,181	91,664
2015	MF	-	28,115	11,784	5,514	45,413	5,948	-	112,577	51,067	22,392	186,036
	F	-	14,411	5,436	1,966	21,813	2,939	-	57,937	23,649	8,202	89,788
2016	MF	-	29,444	12,533	5,892	47,869	5,854	-	109,420	49,282	21,298	180,000
	F	-	15,311	5,694	2,074	23,079	2,963	-	56,418	22,973	7,859	87,250
2017	MF	-	27,780	10,093	5,158	43,031	6,264	-	104,920	46,590	19,910	171,420
	F	-	14,311	4,673	1,831	20,815	2,995	-	53,941	21,706	7,421	83,068
2018	MF	-	27,173	9,979	5,086	42,238	4,461	-	101,869	44,191	19,287	165,347
	F	-	14,149	4,454	1,932	20,535	2,202	-	52,444	20,631	7,265	80,340

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

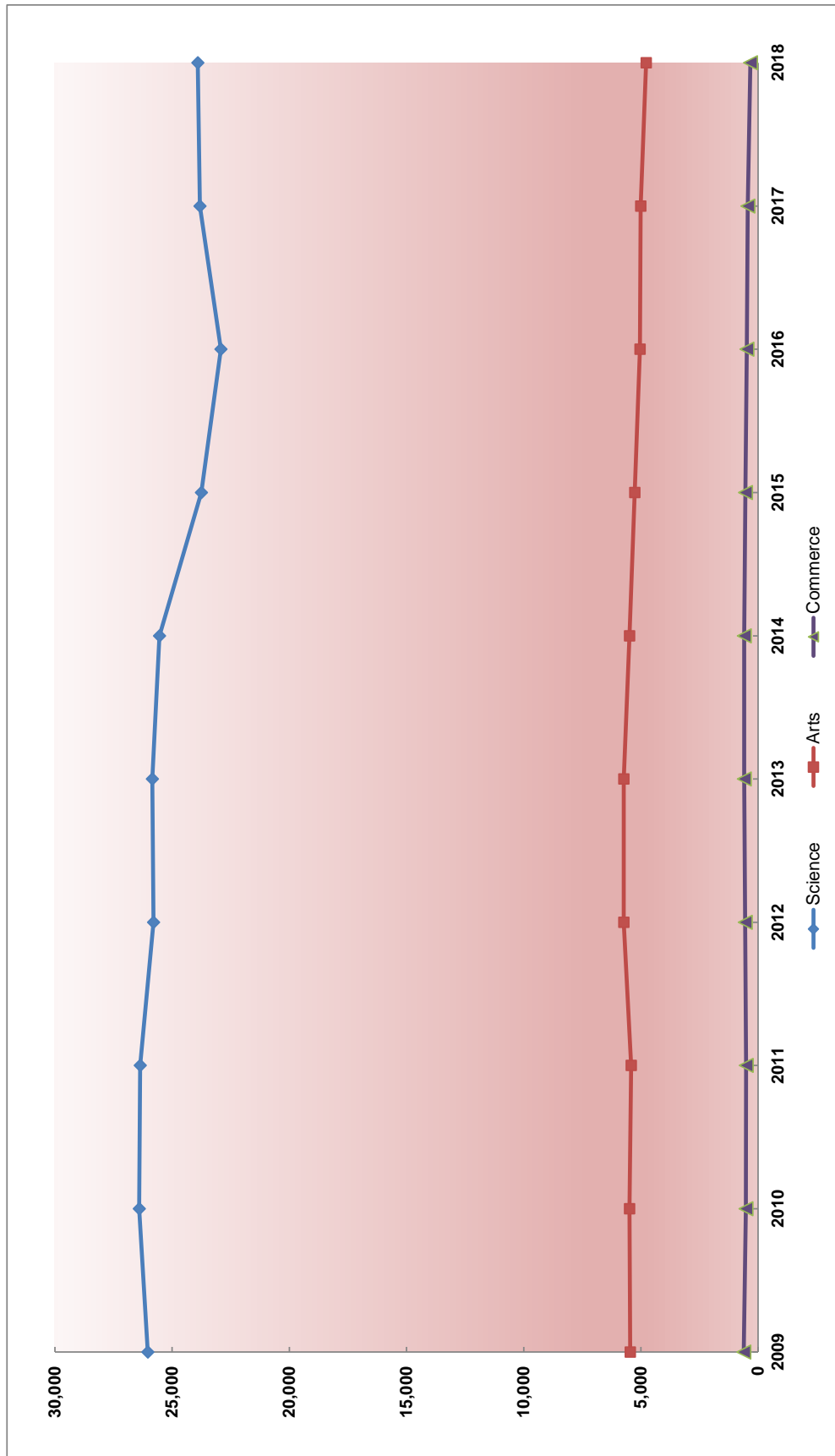
2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

24 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute			Pre-U Centre ¹				Grand Total		
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3		Total	
1960	MF	-	-	-	-	-	-	-	2,809	2,319	-	-	5,128	5,128
	F	-	-	-	-	-	-	-	934	838	-	-	1,772	1,772
1970	MF	454	564	1,018	-	-	-	-	4,735	4,115	-	-	8,850	9,868
	F	221	276	497	-	-	-	-	2,091	1,703	-	-	3,794	4,291
1980	MF	5,669	5,239	10,908	-	-	-	-	2,911	2,453	-	-	5,364	16,272
	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	-	3,296	9,618
1990	MF	11,047	11,048	22,095	1,509	1,067	626	3,202	1,023	1,260	1,634	-	3,917	29,214
	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	-	2,522	16,378
2000	MF	11,797	11,903	23,700	394	421	289	1,104	-	-	-	-	-	24,804
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	-	13,506
2009	MF	16,121	14,547	30,668	618	467	357	1,442	-	-	-	-	-	32,110
	F	8,810	7,837	16,647	391	303	228	922	-	-	-	-	-	17,569
2010	MF	16,327	14,724	31,051	571	441	357	1,369	-	-	-	-	-	32,420
	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	-	17,769
2011	MF	16,195	14,771	30,966	551	432	347	1,330	-	-	-	-	-	32,296
	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	-	17,565
2012	MF	16,155	14,659	30,814	572	364	337	1,273	-	-	-	-	-	32,087
	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	-	17,511
2013	MF	16,261	14,601	30,862	629	372	302	1,303	-	-	-	-	-	32,165
	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	-	17,455
2014	MF	15,337	14,901	30,238	600	485	290	1,375	-	-	-	-	-	31,613
	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	-	17,035
2015	MF	14,043	14,234	28,277	469	441	372	1,282	-	-	-	-	-	29,559
	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	-	15,967
2016	MF	14,122	13,119	27,241	480	336	385	1,201	-	-	-	-	-	28,442
	F	7,613	7,037	14,650	294	207	218	719	-	-	-	-	-	15,369
2017	MF	14,838	13,281	28,119	535	327	271	1,133	-	-	-	-	-	29,252
	F	7,955	7,101	15,056	329	205	169	703	-	-	-	-	-	15,759
2018	MF	14,022	14,078	28,100	376	358	178	912	-	-	-	-	-	29,012
	F	7,440	7,526	14,966	217	216	104	537	-	-	-	-	-	15,503

Note: 1) Pre-U Centres were phased out in 1995 due to falling demand.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 25)



25 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

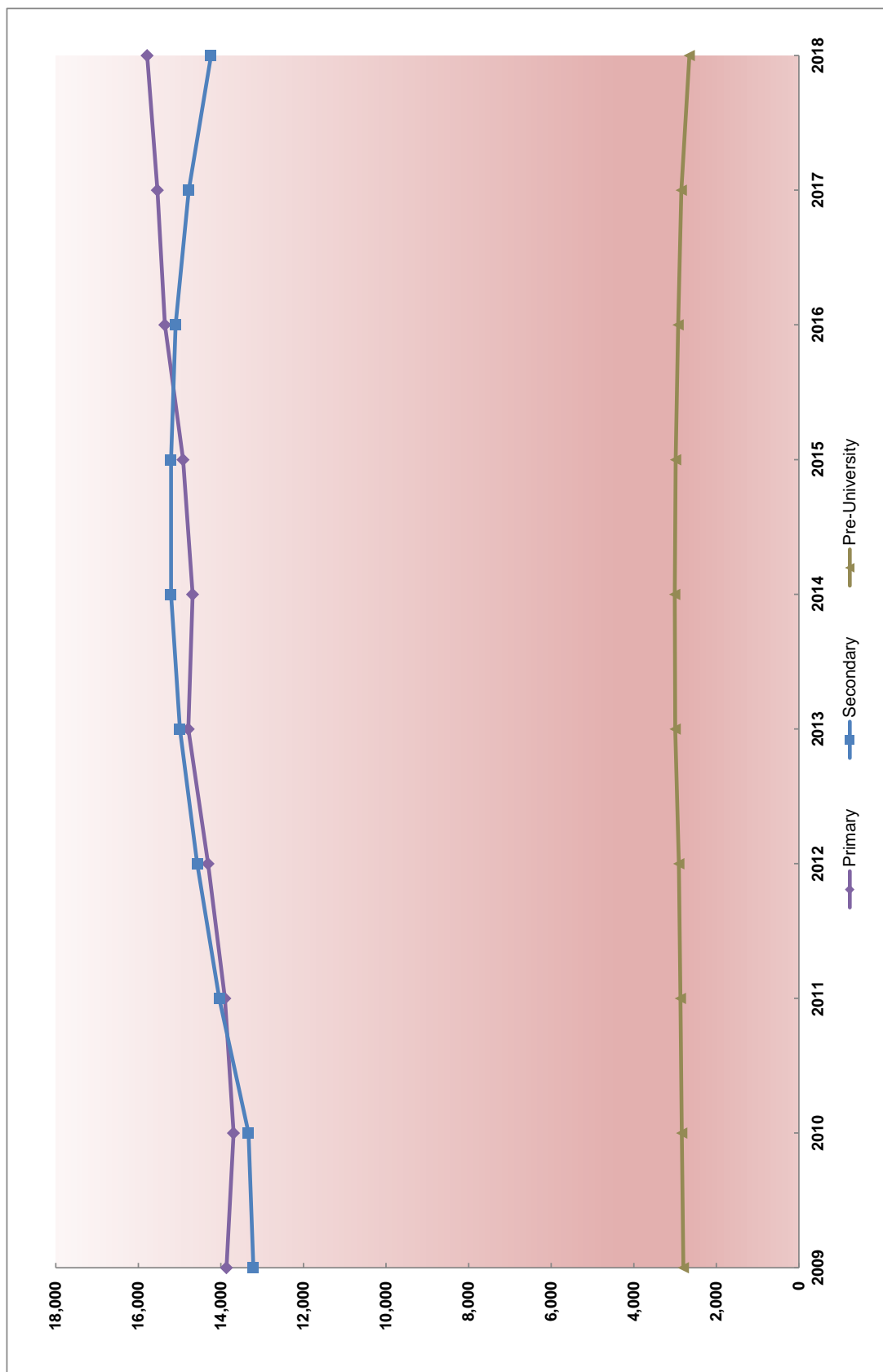
Year	Sex	Arts			Science			Commerce				Total
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	
1960	MF	-	-	NA	NA	-	-	-	-	-	-	5,128
	F	-	-	NA	NA	-	-	-	-	-	-	1,772
1970	MF	x	x	2,596	2,417	-	x	x	160	107	-	9,868
	F	x	x	1,471	1,285	-	x	x	121	62	-	4,291
1980	MF	1,158	1,167	754	1,038	-	3,301	3,220	1,384	683	-	16,272
	F	903	889	521	695	-	1,355	1,456	1,006	496	-	9,618
1990	MF	1,992	2,056	351	416	575	6,370	6,593	1,901	1,707	1,567	29,214
	F	1,408	1,489	253	269	367	2,464	2,504	1,382	1,208	1,061	16,378
2000	MF	2,442	1,904	138	103	81	9,355	8,262	1,737	221	161	24,804
	F	1,757	1,392	87	69	55	4,529	3,928	120	144	118	13,506
2009	MF	2,682	2,428	147	89	114	13,439	12,119	235	248	129	32,110
	F	1,816	1,631	108	66	83	6,994	6,206	154	154	84	17,569
2010	MF	2,733	2,400	164	127	63	13,594	12,324	184	146	197	32,420
	F	1,835	1,641	123	92	49	7,001	6,389	131	98	128	17,769
2011	MF	2,769	2,331	126	106	89	13,426	12,440	229	144	135	32,296
	F	1,879	1,582	96	69	70	6,863	6,370	158	102	98	17,565
2012	MF	3,025	2,451	101	68	87	13,130	12,208	288	150	118	32,087
	F	2,069	1,681	76	56	58	6,732	6,213	181	104	87	17,511
2013	MF	2,854	2,614	135	68	58	13,407	11,987	283	167	139	32,165
	F	1,957	1,833	96	51	49	6,785	6,073	176	106	98	17,455
2014	MF	2,697	2,467	168	94	59	12,640	12,434	233	224	131	31,613
	F	1,873	1,726	124	67	45	6,383	6,247	134	136	85	17,035
2015	MF	2,508	2,455	113	99	86	11,535	11,779	192	181	167	29,559
	F	1,753	1,743	85	79	61	5,784	5,919	109	110	101	15,967
2016	MF	2,443	2,314	131	75	81	11,679	10,805	182	132	164	28,442
	F	1,732	1,620	96	56	66	5,881	5,417	110	79	98	15,369
2017	MF	2,427	2,278	147	88	65	12,411	11,003	206	116	114	29,252
	F	1,684	1,610	100	72	49	6,271	5,491	120	70	69	15,759
2018	MF	2,302	2,267	80	78	50	11,720	11,811	121	145	63	29,012
	F	1,589	1,583	49	58	41	5,851	5,943	72	83	32	15,503

Note: "NA" - Courses for 1960 are not available.

"x" - Figures for JC are included under PU1 & PU2.

Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 26)



26 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

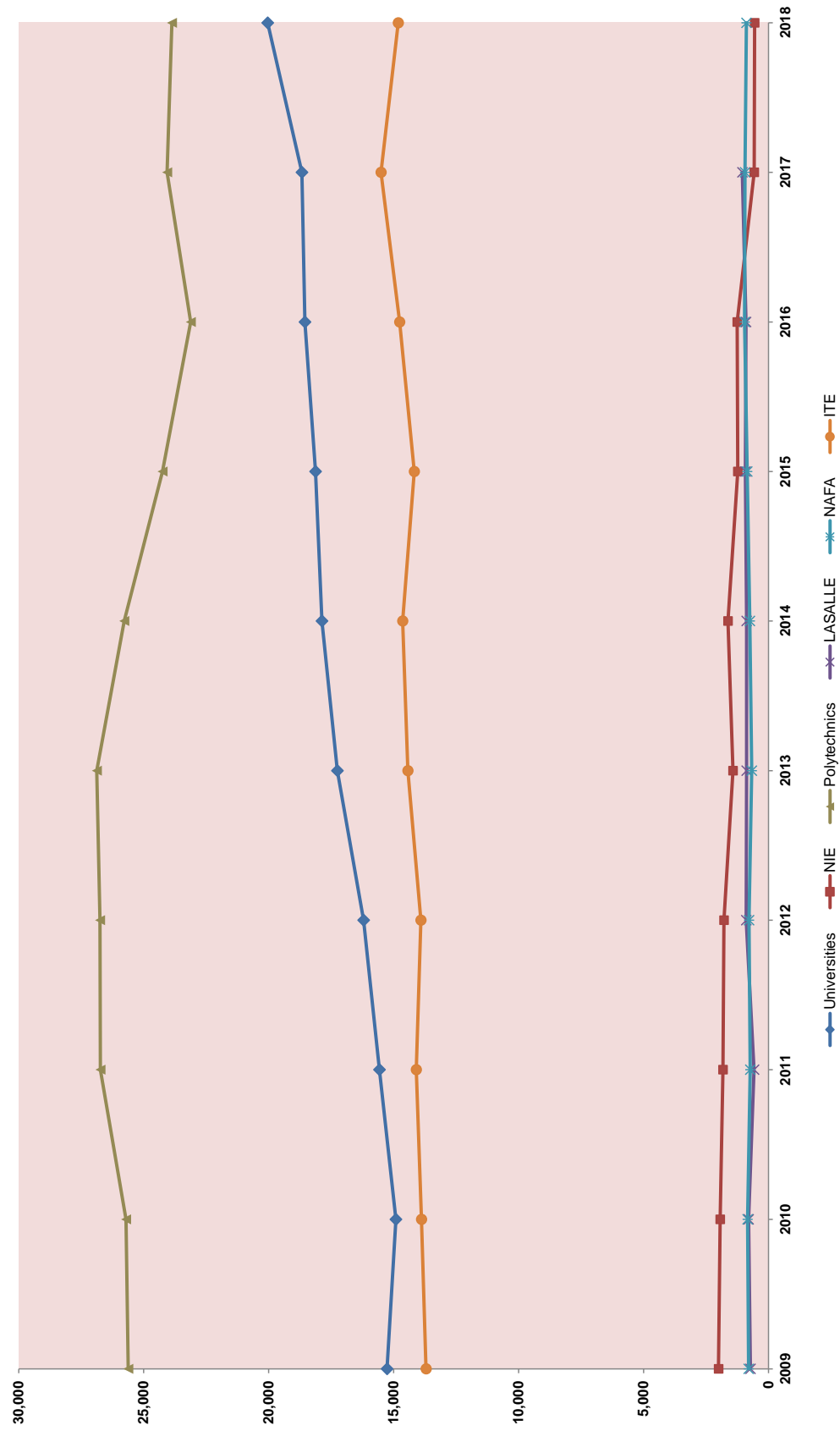
Year	Sex	Primary		Secondary					Pre-University				Grand Total		
		Govt	Aided	Total	Govt	Aided	Auto ¹	Indep	Total	Govt	Aided	Auto ¹		Indep	Total
1960	MF	4,283	4,316	8,599	979	1,025	-	-	-	2,004	-	-	-	-	10,603
1970	F	1,944	2,377	4,321	248	426	-	-	-	674	-	-	-	-	4,995
	MF	8,044	4,172	12,216	4,847	1,598	-	-	-	6,445	x	-	-	-	18,661
1980	F	5,485	2,569	8,054	2,155	776	-	-	-	2,931	x	-	-	-	10,985
	MF	7,244	2,837	10,081	5,605	2,234	-	-	-	7,839	x	-	-	-	17,920
1990	F	4,834	1,908	6,742	3,013	1,304	-	-	-	4,317	x	-	-	-	11,059
	MF	7,848	2,158	10,006	5,660	1,533	-	393	-	7,586	1,038	502	-	1,540	19,132
2000	F	5,560	1,673	7,233	3,395	1,047	-	269	-	4,711	661	323	-	984	12,928
	MF	8,659	3,264	11,923	5,791	1,559	1,026	756	-	9,132	1,245	640	-	1,885	22,940
	F	6,822	2,767	9,589	3,650	1,068	722	545	-	5,985	730	376	-	1,106	16,680
2009	MF	10,066	3,798	13,864	9,378	2,561	1,080	140	55	13,214	1,707	570	520	2,797	29,875
	F	8,200	3,205	11,405	6,200	1,735	712	80	22	8,749	1,002	331	286	1,619	21,773
2010	MF	9,892	3,801	13,693	9,496	2,515	1,078	185	58	13,332	1,714	600	523	2,837	29,862
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	8,772	995	348	284	1,627	21,630
2011	MF	9,936	3,967	13,903	9,859	2,716	1,064	259	145	14,043	1,730	616	523	2,869	30,815
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	9,173	1,005	355	288	1,648	22,173
2012	MF	10,219	4,090	14,309	10,181	2,821	1,100	309	163	14,574	1,756	618	534	2,908	31,791
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	9,496	1,033	359	300	1,692	22,877
2013	MF	10,553	4,235	14,788	10,416	2,924	1,086	358	209	14,993	1,813	638	547	2,998	32,779
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	9,731	1,074	368	290	1,732	23,509
2014	MF	10,541	4,142	14,683	10,538	2,996	1,079	349	246	15,208	1,840	633	534	3,007	32,898
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	9,822	1,085	370	284	1,739	23,511
2015	MF	10,740	4,174	14,914	10,541	2,967	1,064	353	282	15,207	1,814	613	557	2,984	33,105
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	9,773	1,053	353	294	1,700	23,587
2016	MF	11,161	4,196	15,357	10,356	2,972	1,064	386	318	15,096	1,820	574	531	2,925	33,378
	F	8,911	3,506	12,417	6,640	1,990	685	228	142	9,685	1,052	338	282	1,672	23,774
2017	MF	11,339	4,198	15,537	10,041	2,985	1,063	366	323	14,778	1,763	558	527	2,848	33,163
	F	9,058	3,493	12,551	6,390	1,991	685	223	140	9,429	1,027	327	281	1,635	23,615
2018	MF	11,559	4,228	15,787	9,571	2,926	1,048	360	336	14,241	1,571	555	526	2,652	32,680
	F	9,243	3,504	12,747	6,094	1,960	680	218	149	9,101	899	324	282	1,505	23,353

Note: Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year)

"x" - figures for JC section are included under Secondary.

1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 27)



27 INTAKE¹: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ²						NIE ³	Polytechnics ⁴						LASALLE		NAFA		ITE ⁶		
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD		SUSS	Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree ⁵		Diploma	Degree ⁵
1960	MF	532	651	-	-	-	-	-	1,183	874	-	-	-	-	-	874	-	-	-	-	-
1970	F	189	137	-	-	-	-	-	326	51	-	-	-	-	-	51	-	-	-	-	-
	MF	1,390	685	-	-	-	-	-	2,075	1,617	302	-	-	-	-	1,919	-	-	-	-	3,348
1980	F	530	366	-	-	-	-	-	896	109	74	-	-	-	-	183	-	-	-	-	246
	MF	3,002	-	-	-	-	-	-	3,002	875	3,479	1,112	-	-	-	4,591	-	-	-	-	3,145
1990	F	1,524	-	-	-	-	-	-	1,524	736	379	-	-	-	-	1,115	-	-	-	-	230
	MF	5,053	-	1,875	-	-	-	-	6,928	4,336	4,453	735	-	-	-	9,524	-	-	-	-	9,221
2000	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	-	-	3,352
	MF	6,421	-	4,506	305	-	-	-	11,232	4,446	4,673	4,519	3,881	-	-	17,519	-	-	-	-	9,772
2009	F	3,437	-	2,113	212	-	-	-	5,762	1,843	2,236	2,244	1,985	-	-	8,308	-	-	-	-	3,248
	MF	6,775	-	6,719	1,770	-	-	-	15,264	5,289	5,300	5,080	5,338	4,617	25,624	727	-	797	-	13,705	
2010	F	3,426	-	3,379	889	-	-	-	7,694	2,152	2,572	2,545	2,782	2,447	12,498	455	-	538	-	5,314	
	MF	6,568	-	6,132	1,686	523	-	-	14,909	5,429	5,387	5,067	5,482	4,342	25,707	795	-	835	-	13,886	
2011	F	3,405	-	2,951	823	275	-	-	7,454	2,260	2,573	2,604	2,933	2,292	12,662	530	-	559	-	5,248	
	MF	6,724	-	6,177	1,729	936	-	-	15,566	5,348	5,466	5,377	5,538	5,008	26,737	580	-	716	20	14,098	
2012	F	3,566	-	3,026	869	472	-	-	7,933	2,158	2,643	2,666	2,797	2,580	12,801	341	-	508	9	5,484	
	MF	6,733	-	5,905	1,930	1,304	327	-	16,199	5,407	5,561	5,370	5,116	5,300	26,754	495	398	757	25	13,906	
2013	F	3,545	-	3,028	1,121	597	149	-	8,440	2,094	2,682	2,652	2,615	2,834	12,877	312	278	530	13	5,144	
	MF	6,892	-	6,660	1,924	1,510	265	-	17,251	5,364	5,487	5,370	5,604	5,054	26,879	456	422	646	26	14,432	
2014	F	3,685	-	3,537	983	627	103	-	8,935	2,071	2,620	2,630	2,915	2,706	12,942	289	282	454	12	5,459	
	MF	7,108	-	6,480	1,912	1,836	317	217	17,870	5,312	5,145	5,270	5,349	4,701	25,777	427	447	721	27	14,641	
2015	F	3,857	-	3,153	908	813	125	145	9,001	2,092	2,512	2,654	2,756	2,523	12,537	285	306	532	19	5,574	
	MF	6,935	-	6,525	1,944	2,076	362	284	18,126	4,814	4,872	4,800	4,959	4,806	24,251	424	502	819	33	14,173	
2016	F	3,720	-	3,140	1,062	907	167	196	9,192	1,928	2,383	2,389	2,582	2,493	11,775	263	359	563	21	5,204	
	MF	7,011	-	6,138	1,961	2,559	460	423	18,552	4,737	4,728	4,641	4,766	4,249	23,121	388	510	942	16	14,763	
2017	F	3,680	-	2,964	1,052	1,196	172	286	9,350	1,884	2,374	2,156	2,388	2,272	11,018	240	368	699	10	5,635	
	MF	7,121	-	5,955	2,004	2,589	424	575	18,668	4,958	4,886	4,900	4,920	4,400	24,064	518	531	921	23	15,506	
2018	F	3,468	-	2,867	1,103	1,066	151	418	9,073	1,955	2,578	2,323	2,437	2,243	11,536	334	391	657	14	5,915	
	MF	7,856	-	6,160	2,161	2,660	437	767	20,041	4,821	4,874	4,861	4,920	4,393	23,869	475	487	865	23	14,819	
2018	F	4,139	-	2,889	1,230	1,072	155	516	10,001	1,869	2,576	2,281	2,461	2,207	11,394	322	349	608	14	5,629	

Note: 1) Intake figures include students who entered directly into the second and subsequent years.

2) University figures are for first degree only.

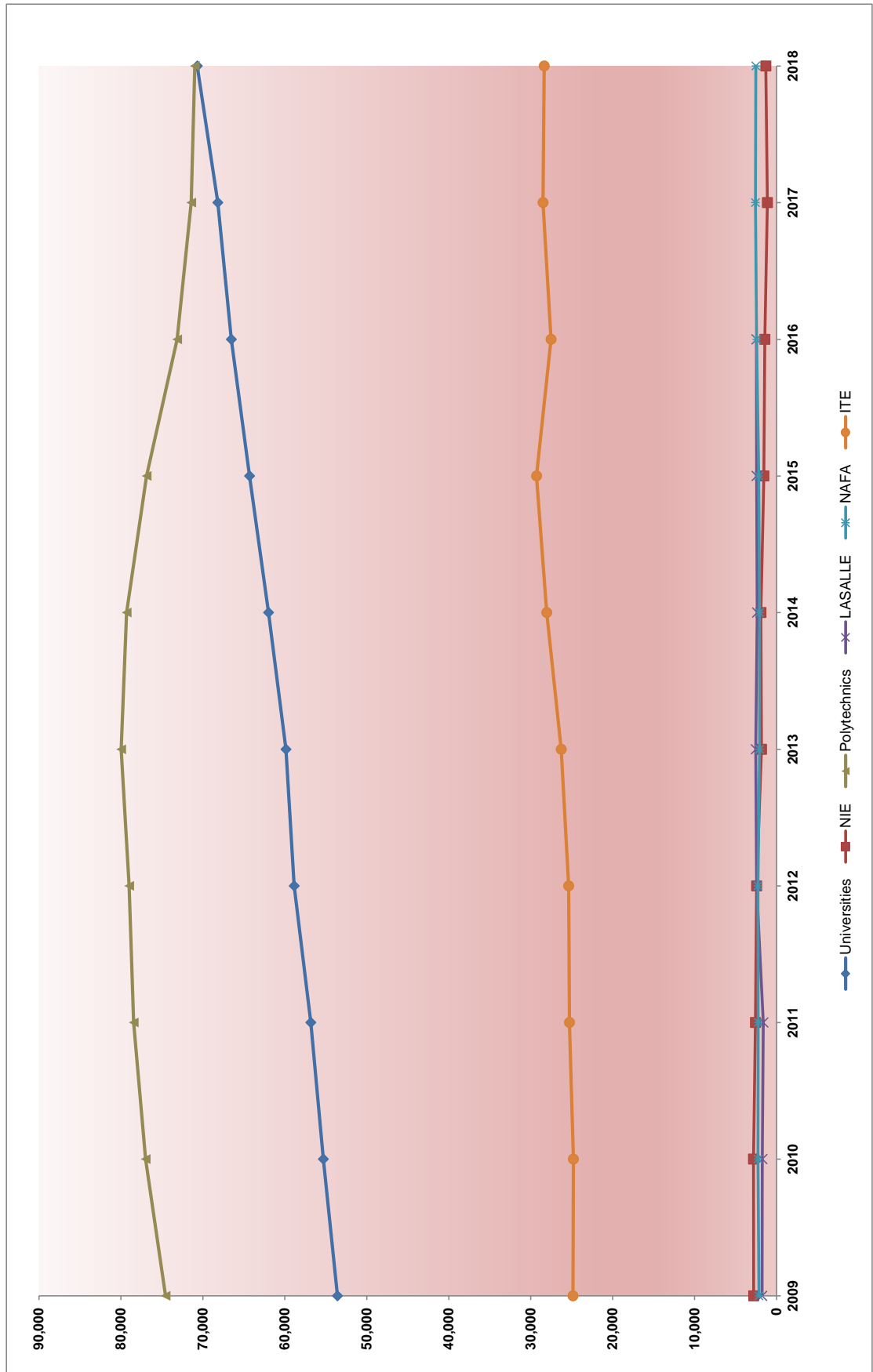
3) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

4) Polytechnic figures are for full-time diploma courses only.

5) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

6) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 28)



28 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹						Polytechnics ³						LASALLE		NAFA		ITE ⁵	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS	Total	NIE ²	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma		Degree ⁴
1960	MF	1,641	1,861	-	-	-	-	-	3,502	2,327	2,332	-	-	-	-	2,332	-	-	-
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	-	55	-	-	-
1970	MF	4,751	2,310	-	-	-	-	-	7,061	2,001	2,185	609	-	-	-	2,794	-	-	4,727
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	-	318	-	-	326
1980	MF	8,634	-	-	-	-	-	-	8,634	2,328	5,004	2,831	-	-	-	7,835	-	-	12,543
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	-	1,818	-	-	2,414
1990	MF	15,193	-	6,812	-	-	-	-	22,005	1,577	11,348	11,995	735	-	-	24,078	-	-	15,919
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	-	9,247	-	-	5,304
2000	MF	21,233	-	14,583	305	-	-	-	36,121	3,072	13,459	14,378	12,733	11,463	-	52,033	-	-	15,974
	F	11,341	-	6,223	212	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	-	24,262	-	-	4,343
2009	MF	24,798	-	22,450	6,331	-	-	-	53,579	2,804	15,523	15,417	15,791	15,656	12,179	74,566	1,771	-	24,846
	F	12,944	-	11,105	3,295	-	-	-	27,344	1,896	6,034	7,436	7,676	8,150	6,304	35,600	1,143	-	8,844
2010	MF	25,189	-	22,862	6,721	523	-	-	55,295	2,816	15,928	15,942	15,933	16,183	13,003	76,989	1,754	-	24,789
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	-	8,856
2011	MF	25,513	-	23,040	6,853	1,416	-	-	56,822	2,579	15,949	16,139	16,020	16,408	13,927	78,443	1,623	-	25,279
	F	13,066	-	11,354	3,523	732	-	-	28,675	1,759	6,432	7,703	7,894	8,440	7,209	37,678	1,011	-	9,158
2012	MF	25,979	-	22,862	7,108	2,587	327	-	58,863	2,445	15,972	16,430	16,005	16,076	14,520	79,003	1,353	1,081	25,370
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	771	9,085
2013	MF	26,156	-	22,777	7,297	3,051	583	-	59,864	1,838	15,878	16,581	16,250	16,266	14,995	79,970	1,253	1,290	26,288
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	956	9,428
2014	MF	26,797	-	23,021	7,515	3,557	886	217	61,993	1,913	15,905	16,227	16,138	16,092	14,952	79,314	1,190	1,176	28,036
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	846	10,249
2015	MF	27,288	-	23,512	7,740	4,039	1,235	489	64,303	1,549	15,297	15,611	15,425	15,842	14,690	76,865	1,173	1,262	29,295
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	7,736	36,985	765	905	11,267
2016	MF	27,702	-	23,495	7,827	5,230	1,381	896	66,531	1,443	14,671	14,866	14,662	15,035	13,915	73,149	1,150	1,311	27,519
	F	14,617	-	11,633	4,047	2,306	551	609	33,763	1,010	5,766	7,243	7,115	7,661	7,343	35,128	741	946	10,346
2017	MF	28,134	-	22,934	7,979	6,138	1,545	1,451	68,181	1,122	14,298	14,599	14,239	14,734	13,566	71,436	1,241	1,330	28,508
	F	14,600	-	11,079	4,193	2,626	603	1,011	34,112	804	5,611	7,304	6,802	7,398	7,022	34,137	783	987	10,804
2018	MF	29,037	-	22,813	8,182	6,951	1,658	2,049	70,690	1,309	14,337	14,543	14,248	14,715	13,142	70,985	1,294	1,339	28,367
	F	14,981	-	10,896	4,486	2,905	626	1,399	35,293	924	5,559	7,469	6,688	7,304	6,703	33,723	842	981	10,707

Note: 1) University figures are for 1st degree only.

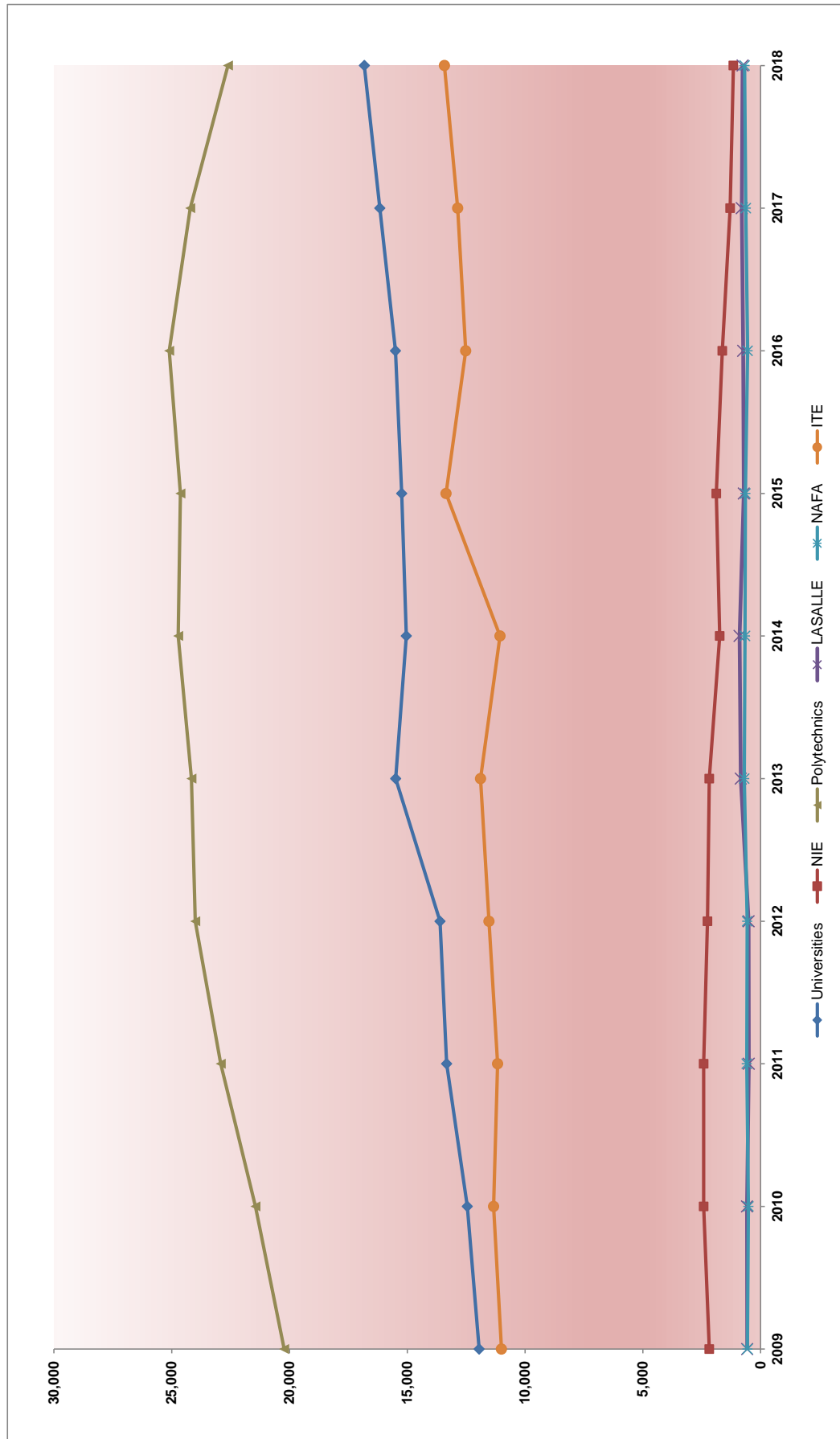
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic figures are for full-time diploma courses only.

4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 29)



29 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹							NIE ²	Polytechnics ³						LASALLE		NAFA		ITE ⁵	
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS		Total	S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree ⁴	Diploma		Degree ⁴
1960	MF	593	437	-	-	-	-	-	1,030	734	-	-	-	-	-	-	-	-	-	-	-
1970	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-	-	-	-
	MF	1,220	556	-	-	-	-	-	1,776	1,202	436	-	-	-	436	-	-	-	-	-	1,426
1980	F	378	168	-	-	-	-	-	546	820	7	-	-	-	7	-	-	-	-	-	134
	MF	2,187	687	-	-	-	-	-	2,874	616	1,969	584	-	-	2,553	-	-	-	-	-	7,862
1990	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	514	-	-	-	-	-	1,145
	MF	4,001	-	1,333	-	-	-	-	5,334	929	3,112	3,087	-	-	6,199	-	-	-	-	-	7,469
2000	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	2,244	-	-	-	-	-	2,889
	MF	5,631	-	3,613	-	-	-	-	9,244	2,445	3,974	4,187	3,336	2,562	14,059	-	-	-	-	-	7,650
2009	F	3,270	-	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	6,710	-	-	-	-	-	2,429
	MF	5,779	-	5,058	1,110	-	-	-	11,947	2,179	4,334	4,581	4,815	4,388	2,106	20,224	566	-	-	-	10,999
2010	F	3,012	-	2,570	562	-	-	-	6,144	1,492	1,610	2,186	2,396	2,279	1,119	9,590	351	-	-	-	4,311
	MF	5,833	-	5,412	1,206	-	-	-	12,451	2,416	4,627	4,534	4,848	4,483	2,953	21,445	578	-	-	-	11,334
2011	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	-	-	-	4,488
	MF	6,088	-	5,733	1,504	-	-	-	13,325	2,415	4,921	4,857	5,020	4,829	3,291	22,918	499	-	-	-	11,165
2012	F	3,403	-	2,951	831	-	-	-	7,185	1,626	1,982	2,437	2,429	2,536	1,722	11,106	333	-	-	-	4,326
	MF	5,969	-	5,807	1,603	233	-	-	13,612	2,255	5,016	4,955	5,133	4,965	3,930	23,999	511	-	-	-	11,530
2013	F	3,149	-	2,909	919	134	-	-	7,111	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	-	-	-	4,425
	MF	6,395	-	6,476	1,659	958	-	-	15,488	2,178	5,082	4,983	4,886	5,146	4,060	24,157	406	435	18	11,888	
2014	F	3,281	-	3,310	834	559	-	-	7,984	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	291	458	9	4,580
	MF	6,210	-	5,993	1,602	1,236	-	-	15,041	1,732	5,026	5,166	5,116	4,983	4,430	24,721	371	520	633	25	11,062
2015	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	397	439	13	3,883
	MF	6,179	-	5,756	1,639	1,364	298	-	15,236	1,880	5,057	5,182	5,119	4,642	4,631	24,631	346	363	617	24	13,351
2016	F	3,192	-	2,777	840	602	136	-	7,547	1,328	1,988	2,568	2,529	2,400	2,496	11,981	218	260	436	11	5,140
	MF	6,305	-	5,856	1,804	1,285	246	-	15,496	1,628	5,007	5,258	5,064	5,161	4,614	25,104	331	407	527	25	12,516
2017	F	3,332	-	3,066	1,030	539	93	-	8,060	1,076	1,984	2,512	2,495	2,727	2,493	12,211	226	286	365	18	4,863
	MF	6,446	-	6,174	1,779	1,494	267	-	16,160	1,292	4,924	4,886	5,012	4,999	4,389	24,210	331	466	591	34	12,858
2018	F	3,350	-	3,266	920	695	107	-	8,338	899	2,000	2,400	2,516	2,605	2,407	11,928	237	318	447	22	4,808
	MF	6,700	-	5,990	1,887	1,744	334	168	16,823	1,153	4,380	4,687	4,556	4,584	4,407	22,614	333	429	668	15	13,421
2019	F	3,606	-	2,953	903	749	152	112	8,475	843	1,809	2,314	2,290	2,414	2,348	11,175	216	319	488	10	5,026

Note: 1) University figures are for first degree only.

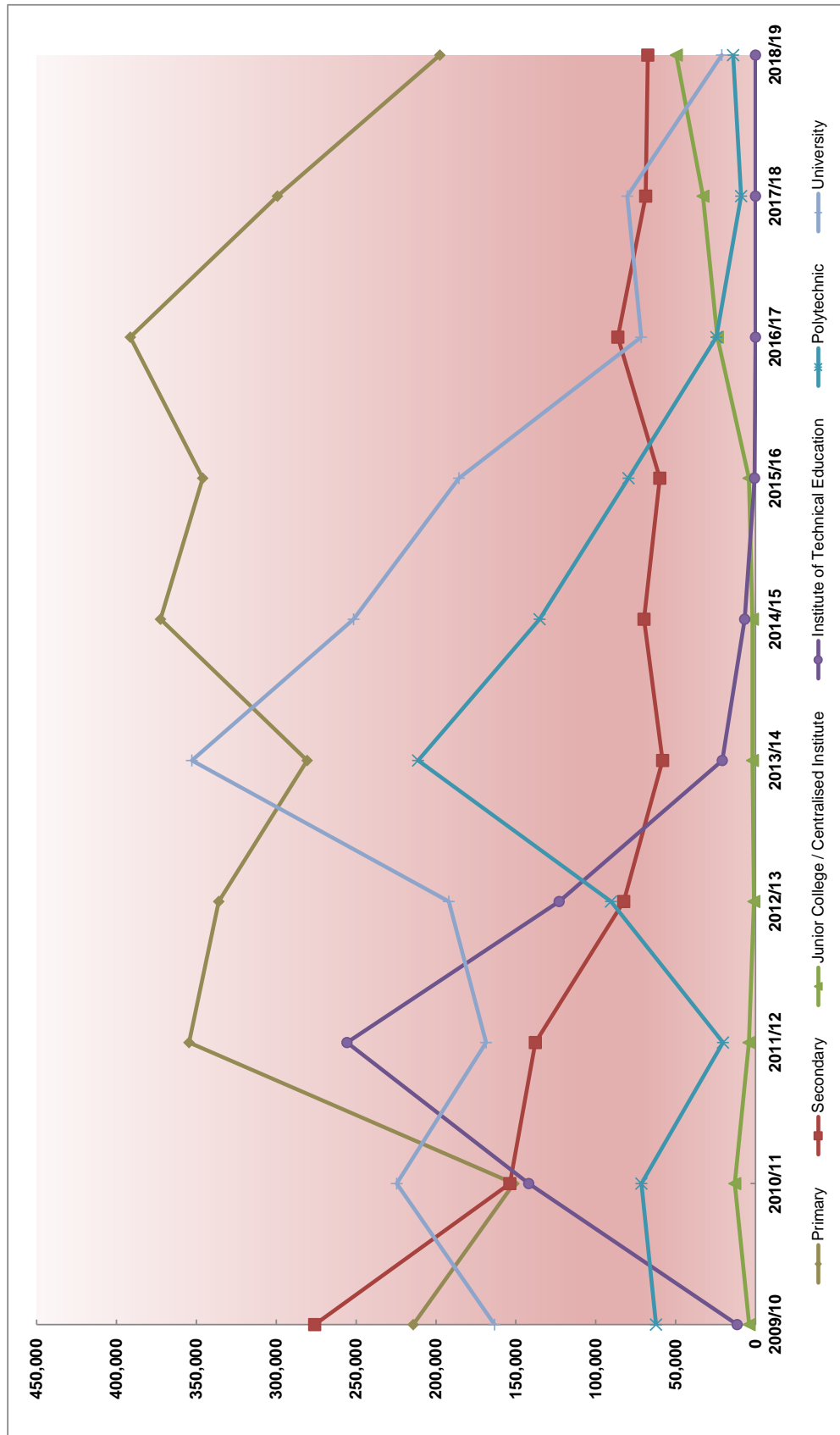
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

3) Polytechnic figures are for full-time diploma courses only.

4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 30)



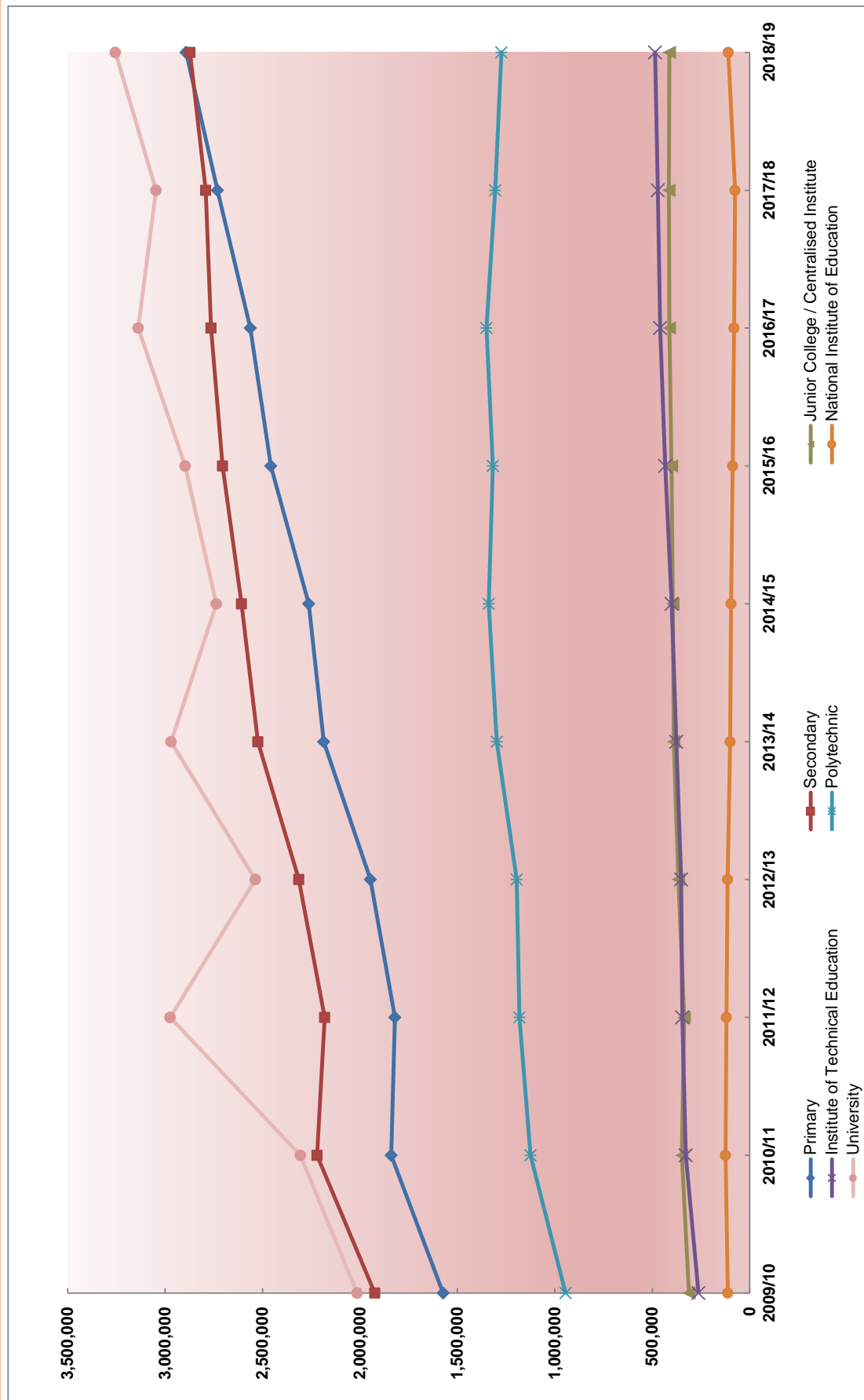
30 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ("000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others ²	Total
2004/05	42,304	125,777	233,314	64,569	103,168	183,424	2,890	453,944	6,367	23,640	1,239,397
2005/06	44,835	72,258	131,273	46,232	37,596	262,858	0	247,374	1,240	23,312	866,978
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17	56,060	391,398	86,206	23,933	0	24,518	0	71,553	2,992	0	656,660
2017/18	115,226	299,273	68,799	32,939	0	9,027	0	80,237	3,271	2,320	611,092
2018/19 ¹	80,130	197,558	67,388	49,576	0	14,020	0	21,123	1,850	18,355	450,000

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 31)



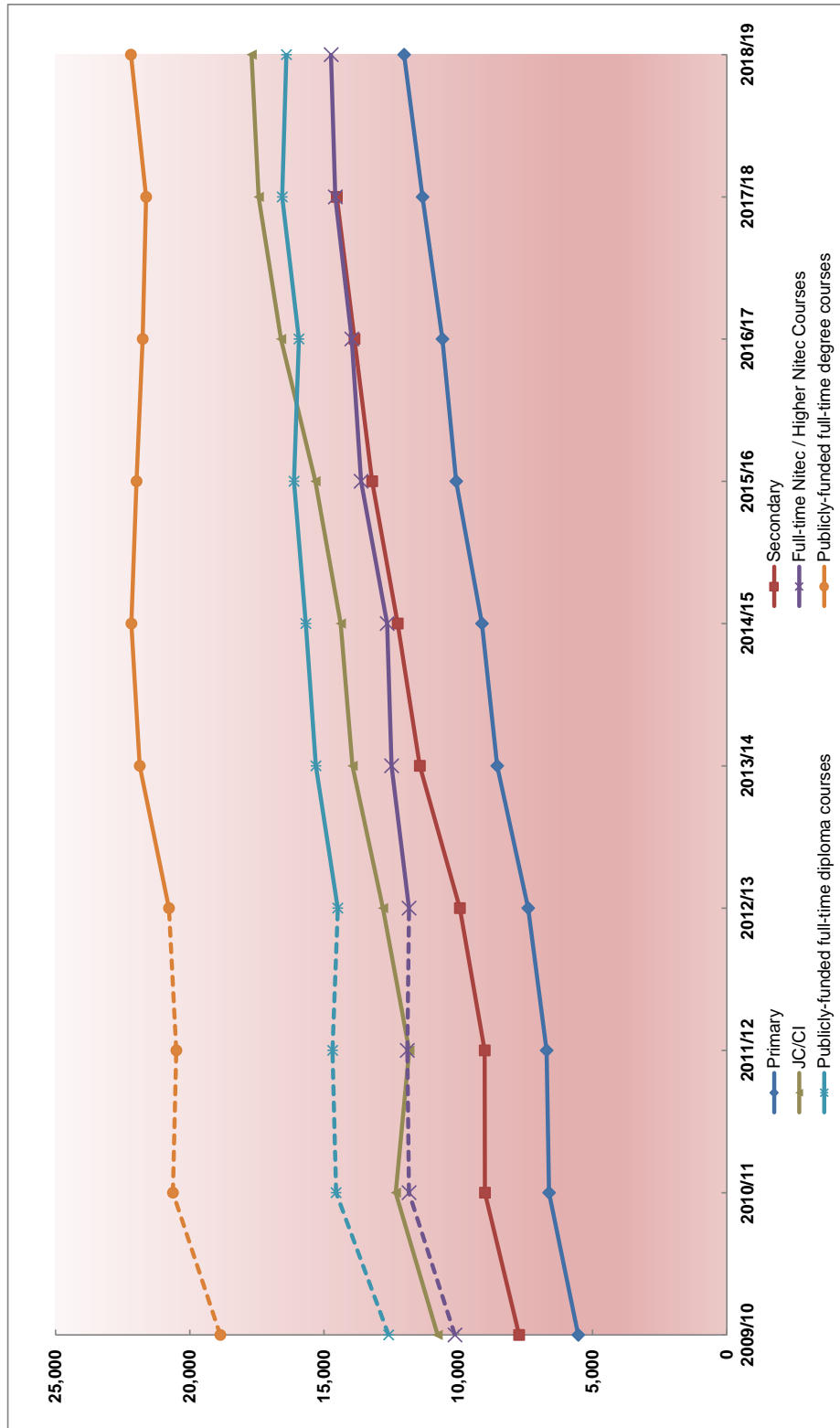
31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others ²	Total
2004/05	405,524	1,071,327	1,276,481	226,569	191,135	594,446	73,256	1,029,869	38,884	67,233	4,974,724
2005/06	433,675	1,125,876	1,328,287	238,115	203,973	622,933	84,722	1,058,239	50,124	69,355	5,215,299
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17	678,891	2,563,211	2,764,946	412,032	459,931	1,350,672	80,290	3,138,310	161,189	202,722	11,812,194
2017/18	741,706	2,731,770	2,791,373	414,581	471,088	1,305,602	74,774	3,046,680	177,638	324,326	12,079,538
2018/19 ¹	773,887	2,892,452	2,872,432	412,026	485,354	1,274,614	109,575	3,254,804	183,549	381,307	12,640,000

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD) (Refer to Table 32)



32 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary ²	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2004/05	3,575	5,746	8,850	9,399	10,695	17,609
2005/06	3,820	5,793	9,445	9,249	10,843	17,793
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	Secondary ²	Junior College / Centralised Institute	Full-time Nitec / Higher Nitec courses ³	Publicly-funded full-time diploma courses ⁴	Publicly-funded full-time degree courses ⁵
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	14,582	16,561	21,624
2018/19 ¹	12,020	15,518	17,702	14,743	16,408	22,192

Note : 1) Preliminary figures.

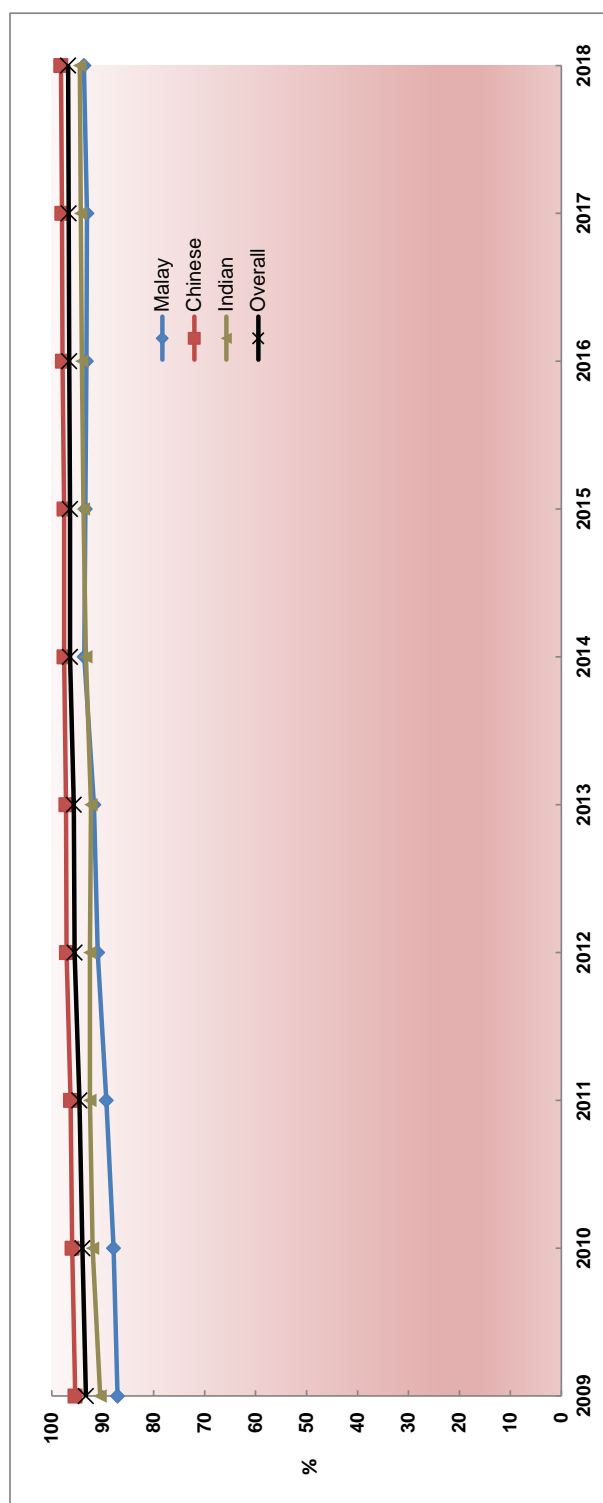
2) Figures exclude Independent Schools.

3) Refers to full-time *Nitec* / *Higher Nitec* courses offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under "Publicly-funded full-time diploma courses" from FY2012 onwards. From revised FY2018, it also includes funding to National Institute of Early Childhood Development (NIEC) offering publicly-funded full-time Higher Nitec courses.

4) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA). From revised FY2018, it also includes funding to NIEC offering publicly-funded full-time diploma courses.

5) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University and Singapore Institute of Technology (wef FY2010). It includes publicly-funded full-time degree courses offered by Singapore University of Technology & Design, LASALLE and NAFA from FY2012 and SIM University (renamed as Singapore University of Social Sciences wef 2016) from FY2014.

33 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



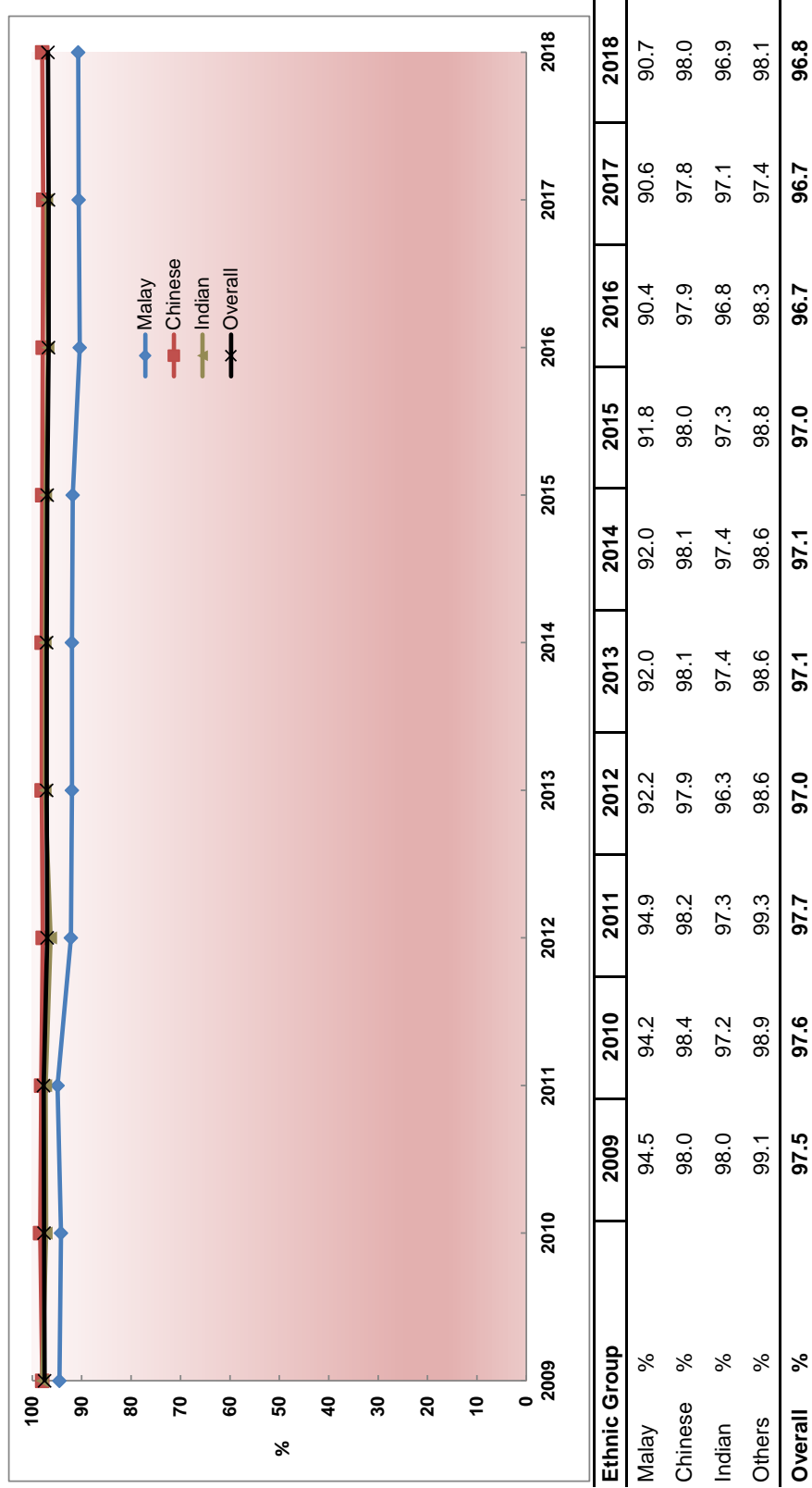
Ethnic Group	P1 cohort		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
	Year ¹		2009		2010		2011		2012		2013		2014		2015		2016		2017		2018	
Malay			87.1		87.9		89.3		91.0		91.7		93.6		93.4		93.2		93.1		93.7	
Chinese			95.4		96.0		96.3		97.1		97.2		97.6		97.6		97.9		98.0		98.2	
Indian			90.5		92.0		92.5		92.5		92.3		93.3		93.8		94.1		94.3		94.5	
Others			87.9		87.7		91.7		92.6		93.6		93.3		93.7		94.1		92.2		93.8	
Overall			93.3		94.0		94.6		95.5		95.7		96.4		96.4		96.6		96.7		96.8	

Note: 1) Refers to the year in which the typical student in that particular cohort would progressed to a post-secondary education institution (10 years after P1).

2) Figures for 2014-2018 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later.

3) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account students who have left the country.

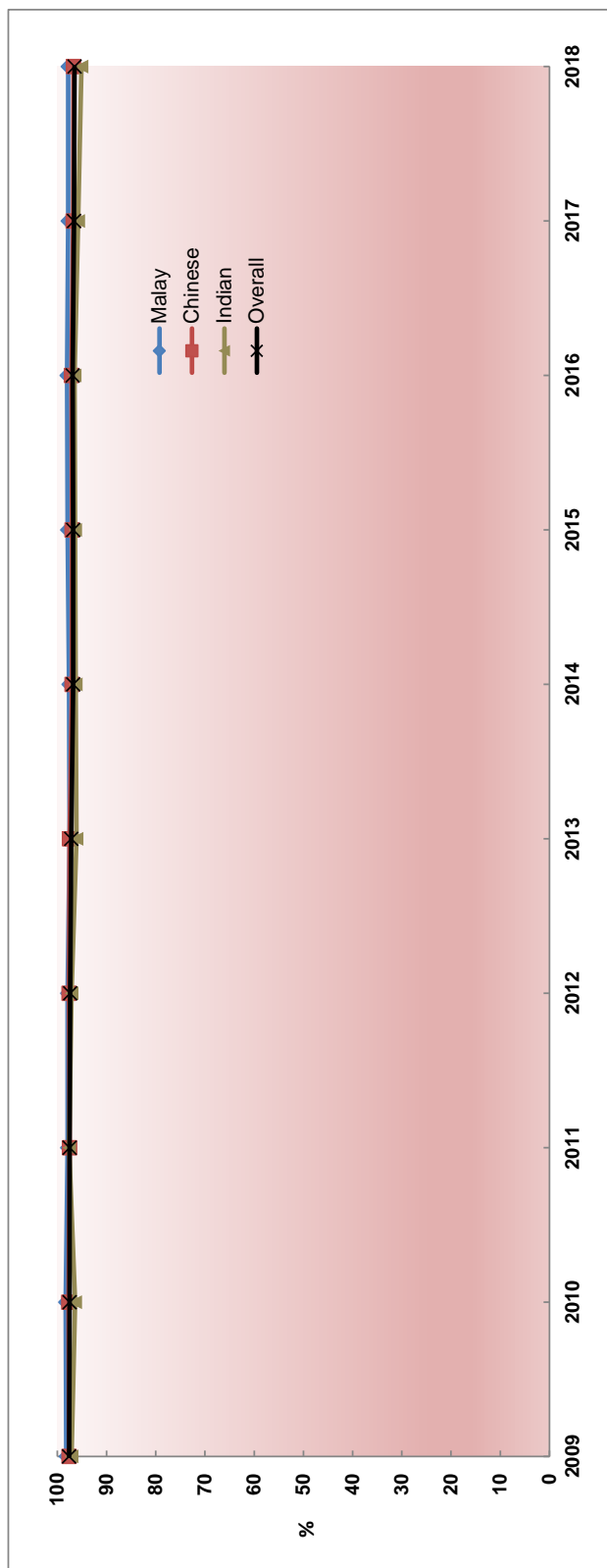
34 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD ENGLISH LANGUAGE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude students taking Foundation English Language.

35 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MOTHER TONGUE LANGUAGE

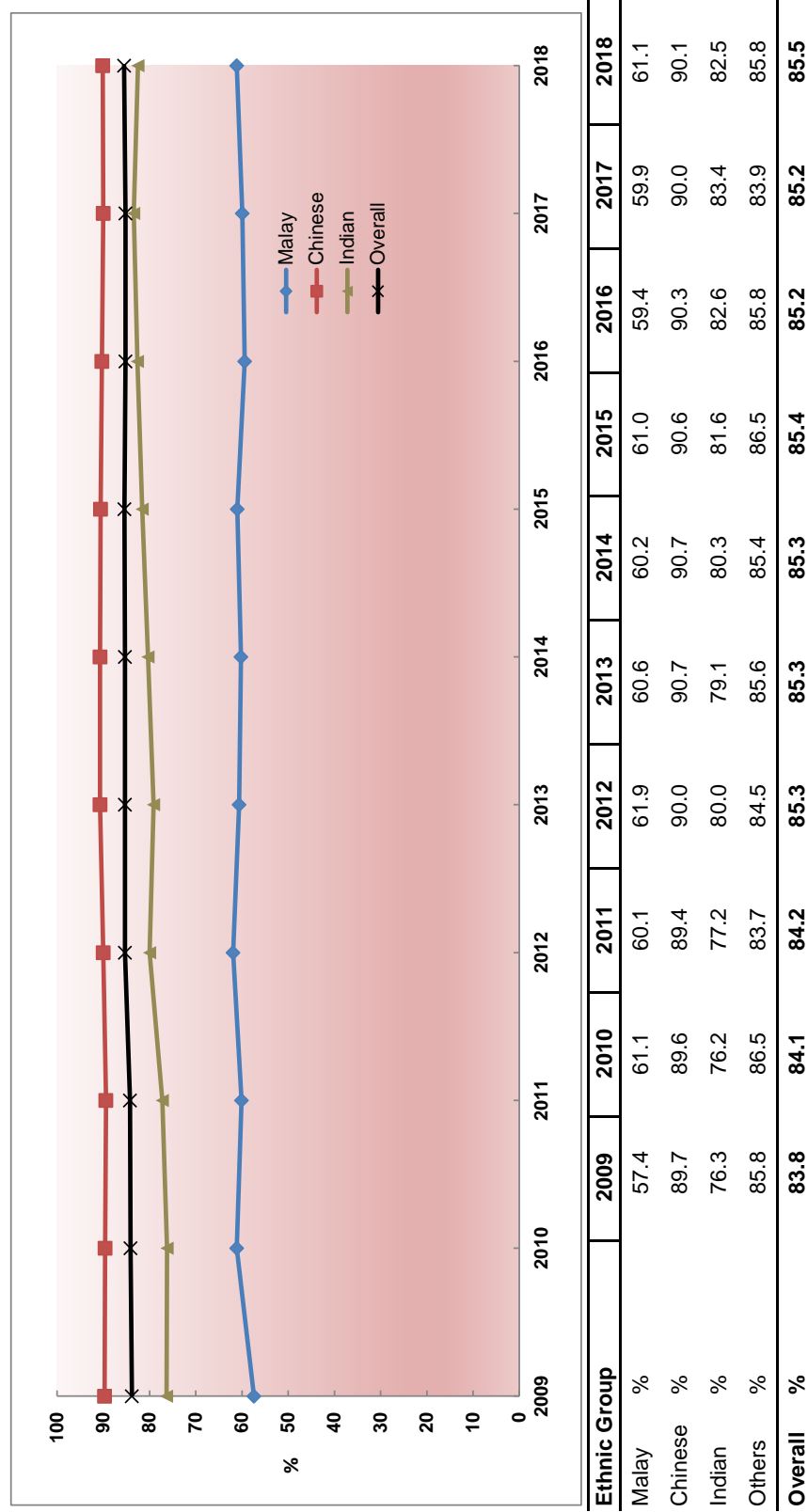


Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	98.2	98.3	97.9	97.9	97.5	97.6	97.9	98.0	97.8	97.8
Chinese %	97.6	97.7	97.5	97.6	97.5	97.0	97.0	97.1	96.8	96.7
Indian %	97.1	96.4	97.6	97.1	96.1	96.3	96.4	96.5	95.8	95.1
Others %	89.5	87.7	91.4	88.3	89.1	88.4	88.1	88.2	87.8	87.8
Overall %	97.6	97.5	97.5	97.4	97.2	96.8	96.8	96.9	96.6	96.5

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude students taking Foundation Mother Tongue Language.

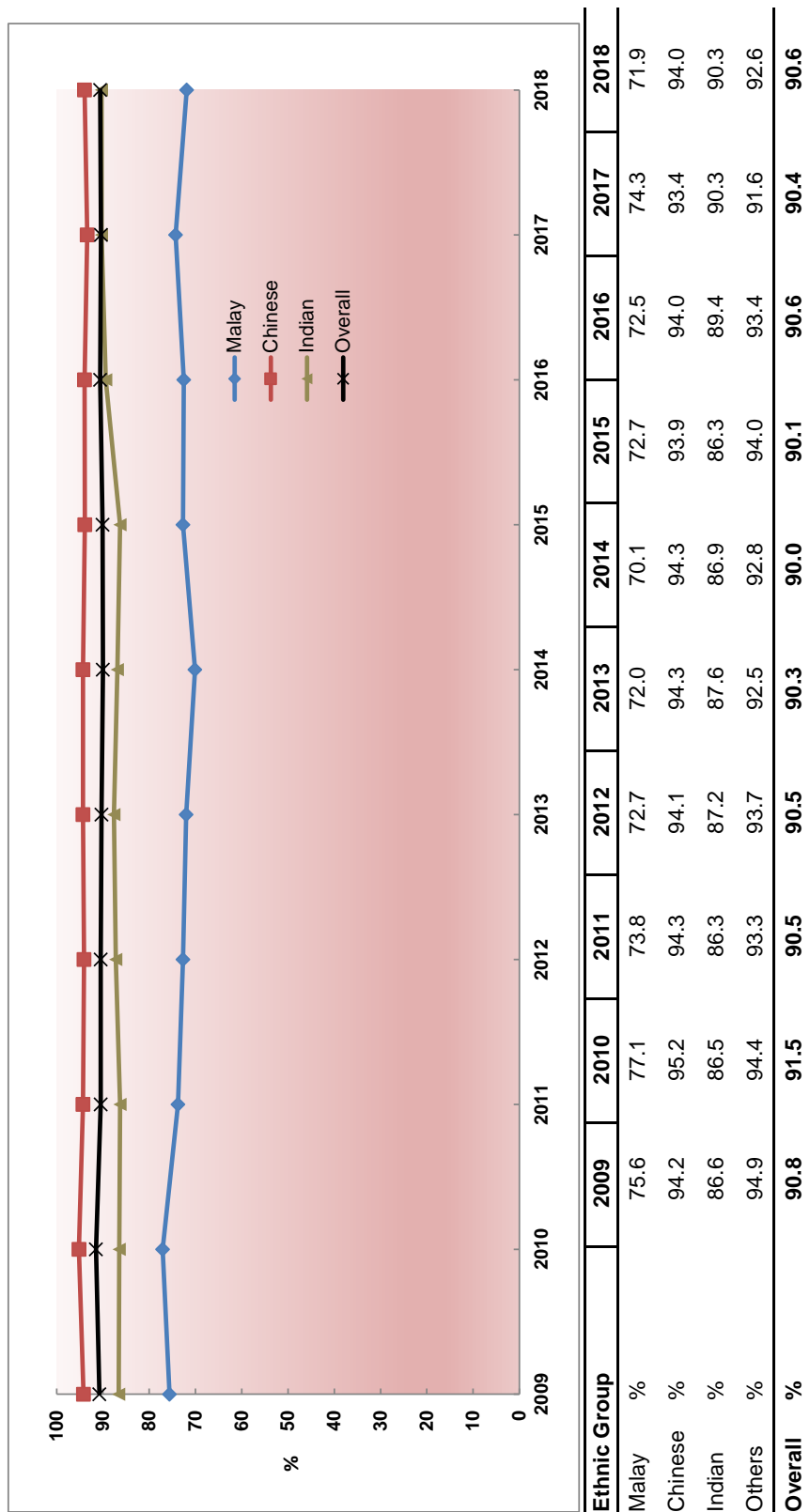
36 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MATHEMATICS



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

2) Percentages exclude students taking Foundation Mathematics.

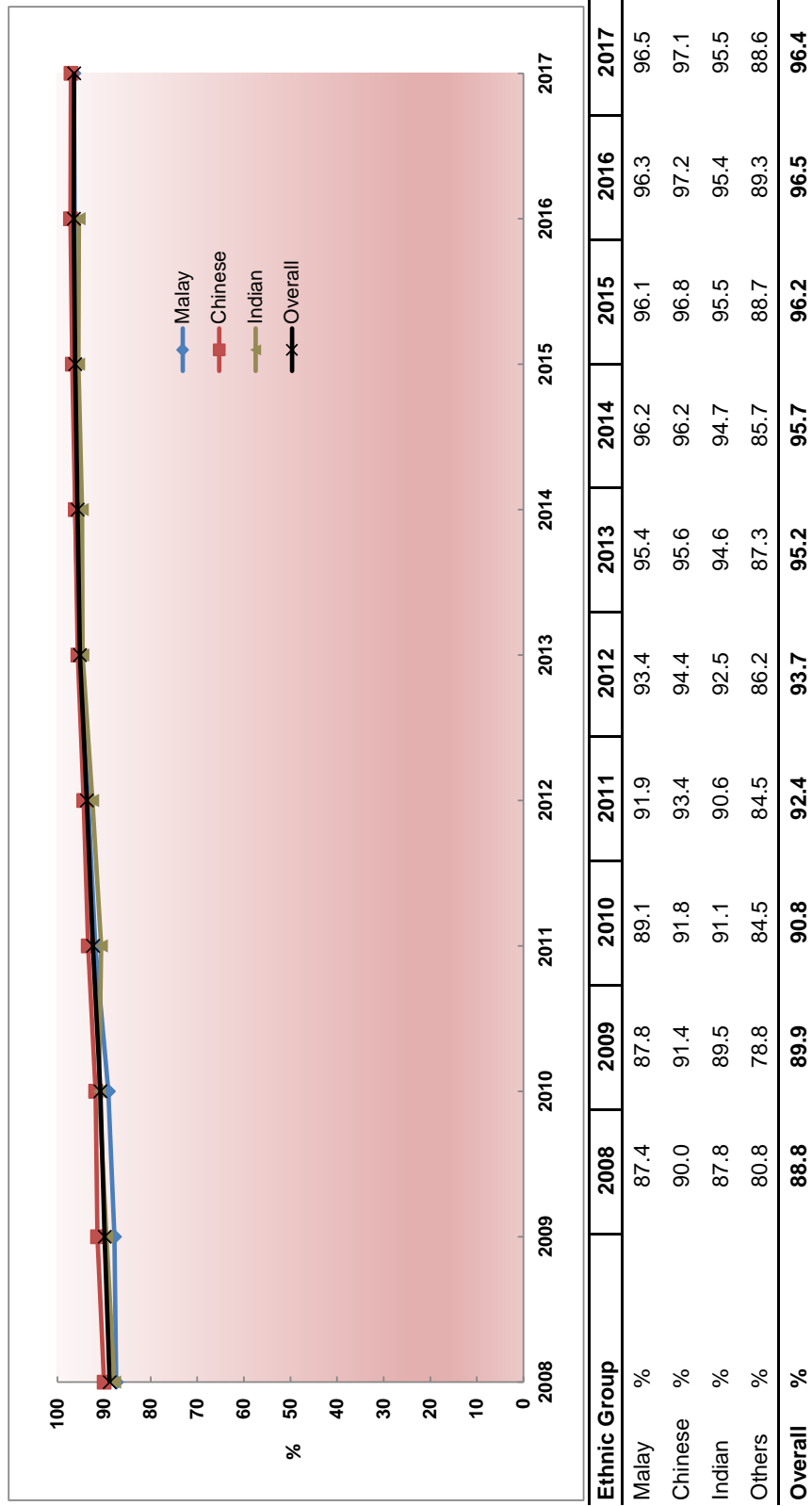
37 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD SCIENCE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

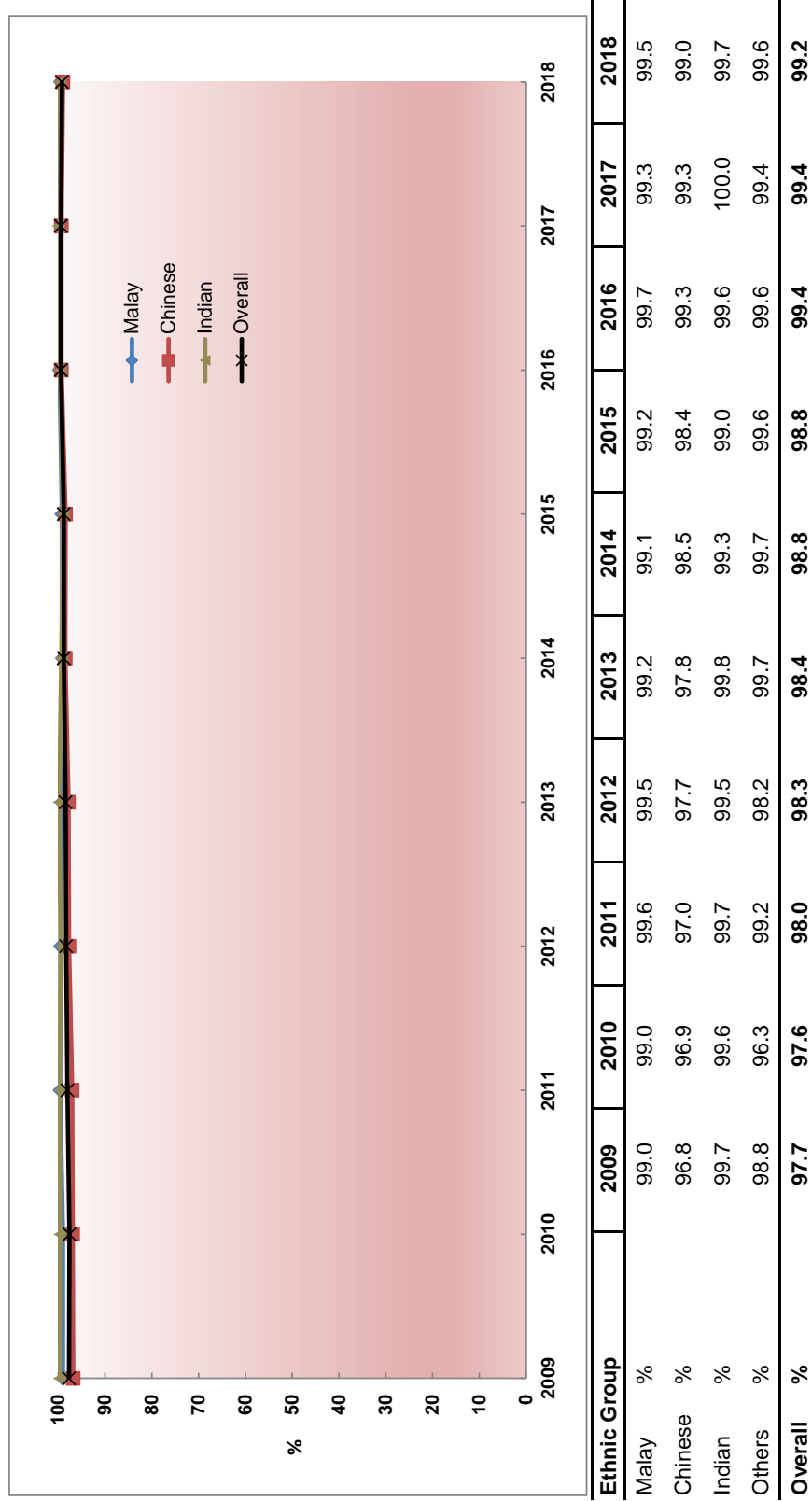
2) Percentages exclude students taking Foundation Science (2010 onwards).

38 PERCENTAGE OF N-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Note: 1) Figures for 2014 - 2017 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2018 is not available as the 2018 S4N(A) students progressing to S5 are not fully tracked yet.
 2) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country.

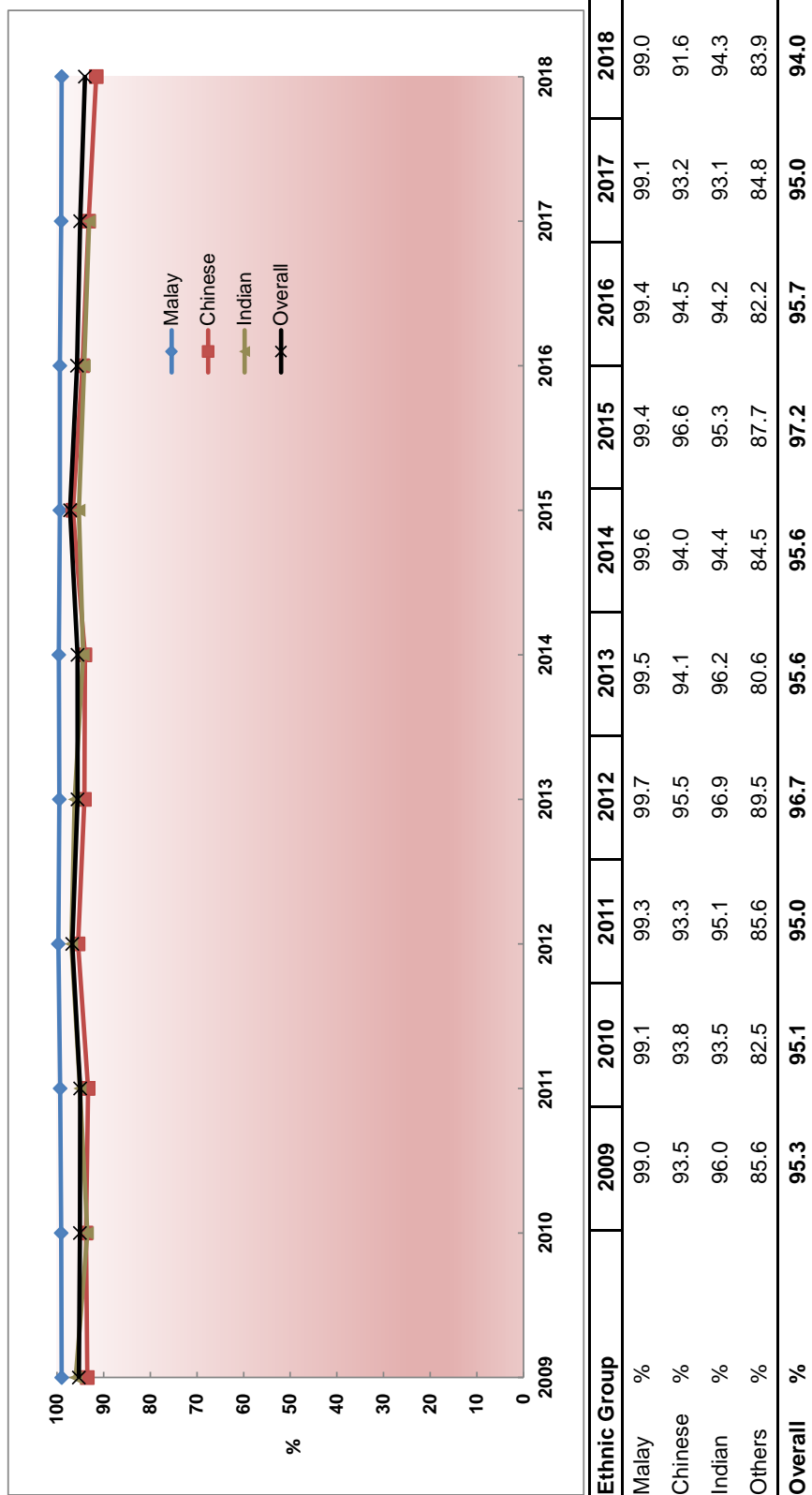
39 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note:

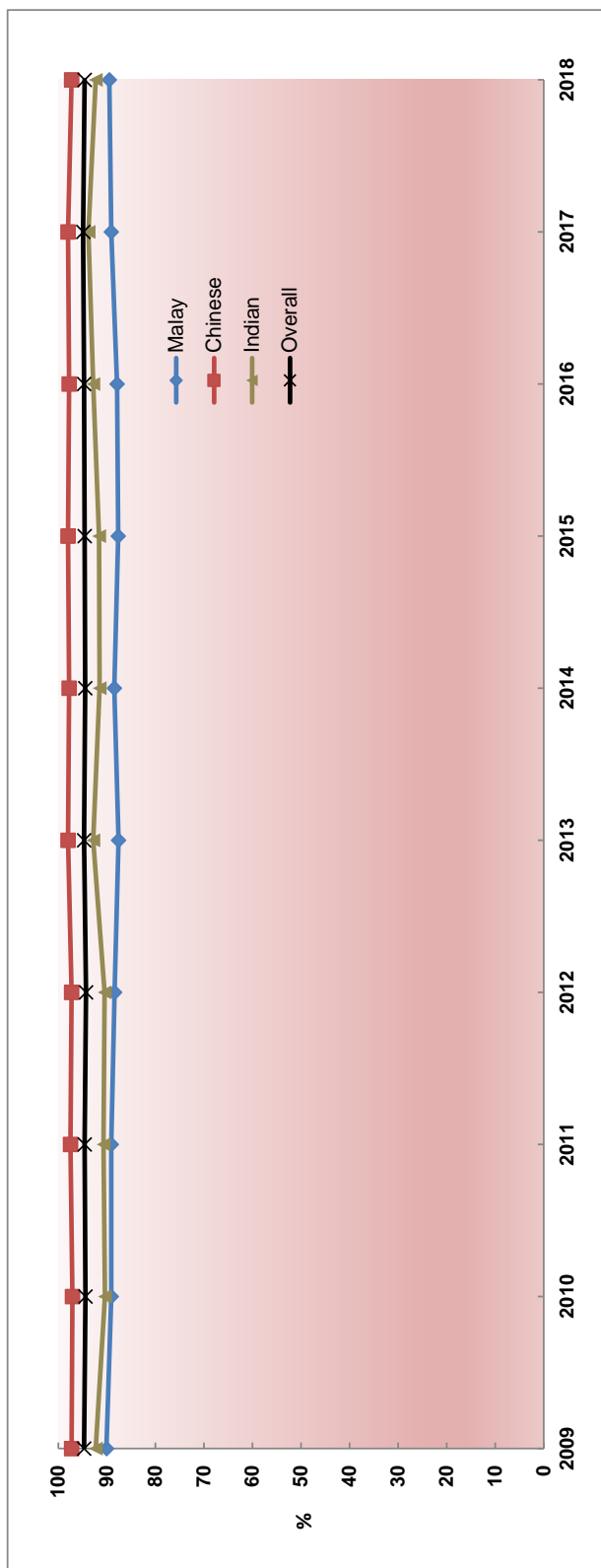
- 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
- 2) Students who offer the subject at a higher level are also taken into consideration.

40 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Note: 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
2) Students who offer the subject at a higher level are also taken into consideration.

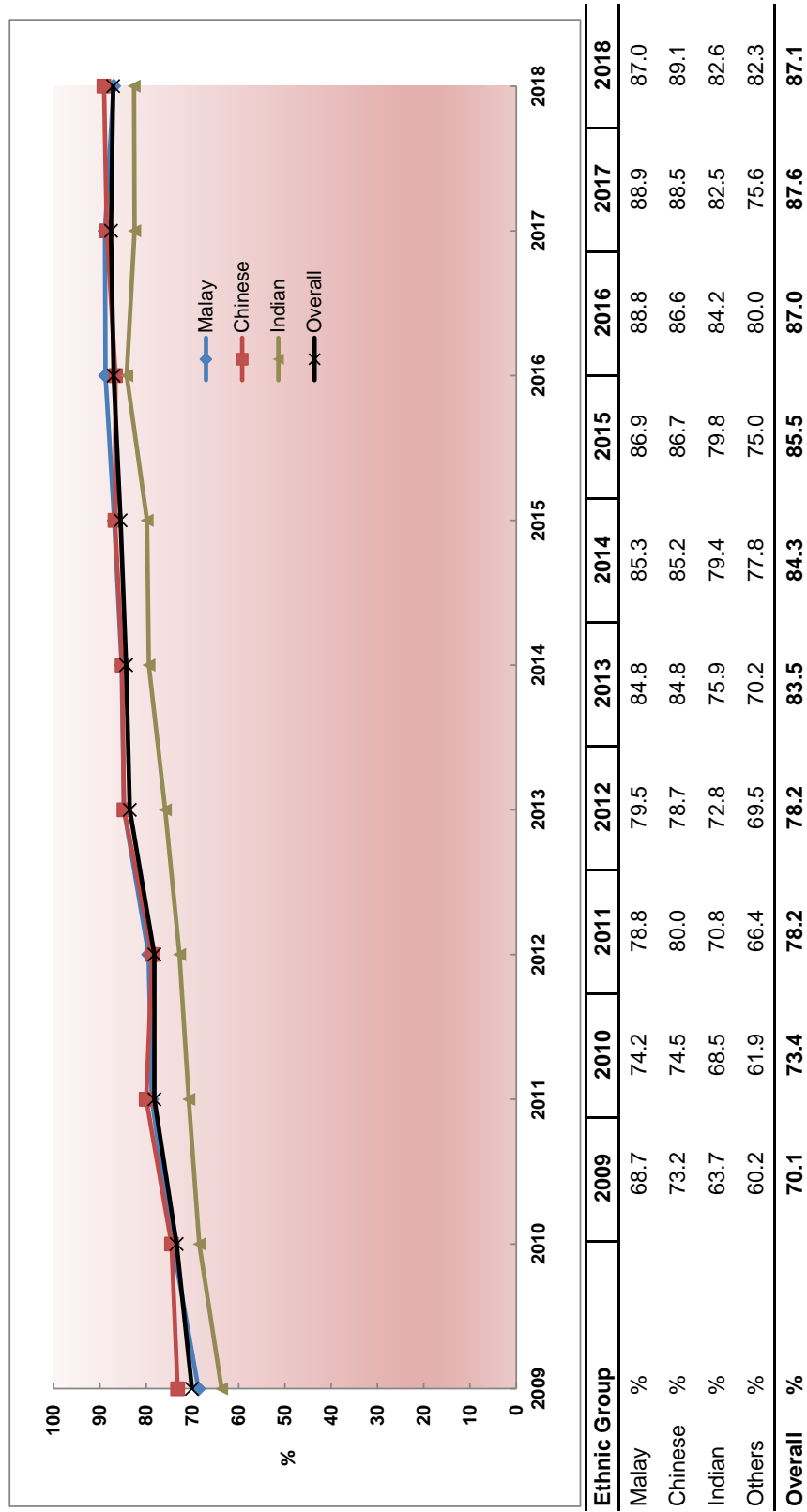
41 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	90.1	89.1	89.1	88.4	87.6	88.5	87.7	87.9	89.1	89.5
Chinese %	97.3	97.1	97.5	97.3	98.0	97.8	98.0	97.8	98.0	97.3
Indian %	92.3	90.4	90.7	90.5	92.8	91.5	91.6	92.8	93.8	92.3
Others %	92.2	95.4	94.1	93.3	94.1	94.1	96.7	95.6	95.9	95.8
Overall %	94.7	94.4	94.6	94.3	94.7	94.5	94.6	94.7	94.9	94.6

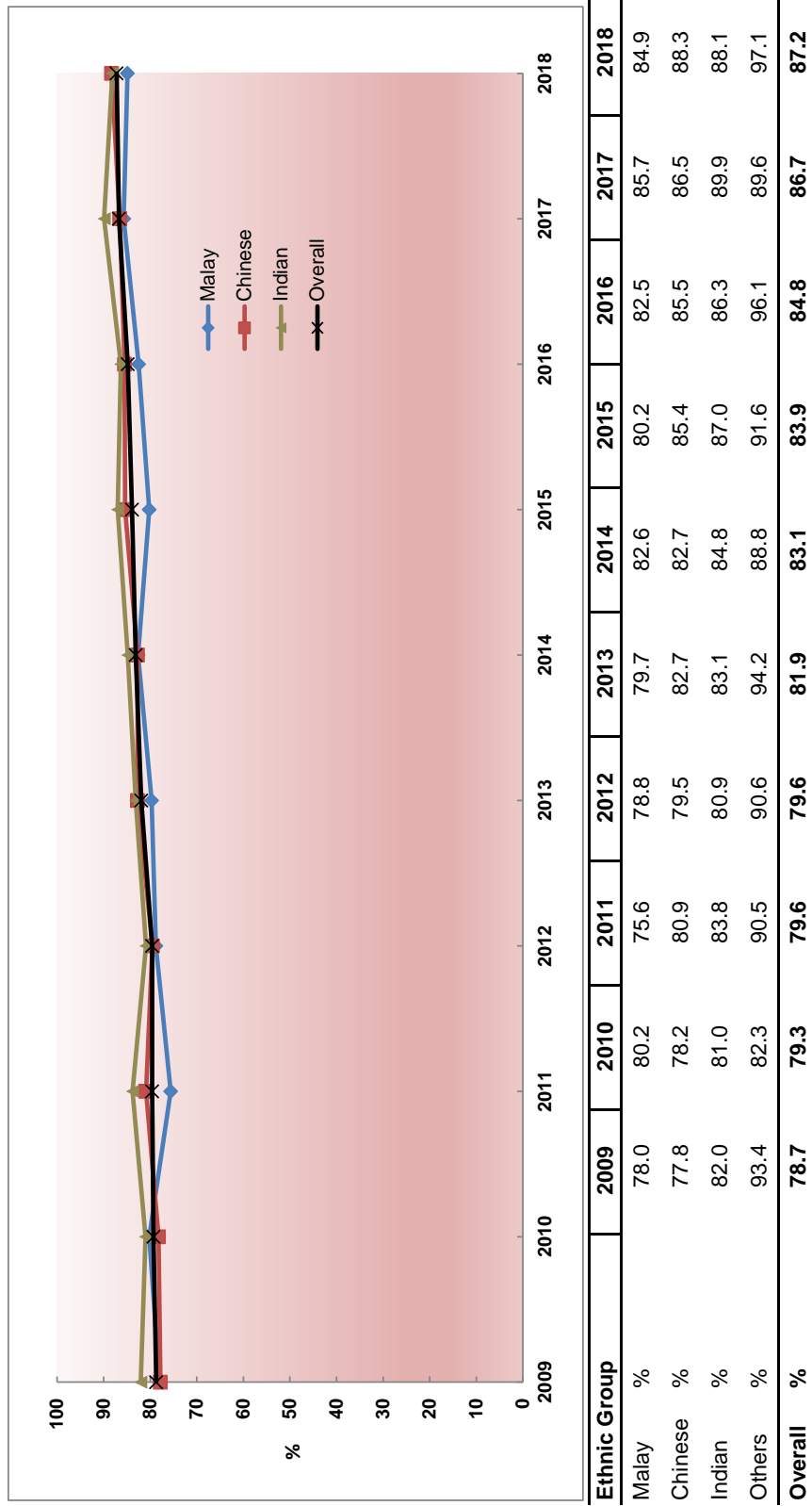
Note: 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
2) Students who offer the subject at a higher level are also taken into consideration.

42 PERCENTAGE OF N(T)-LEVEL COHORT THAT PROGRESSED TO ITE

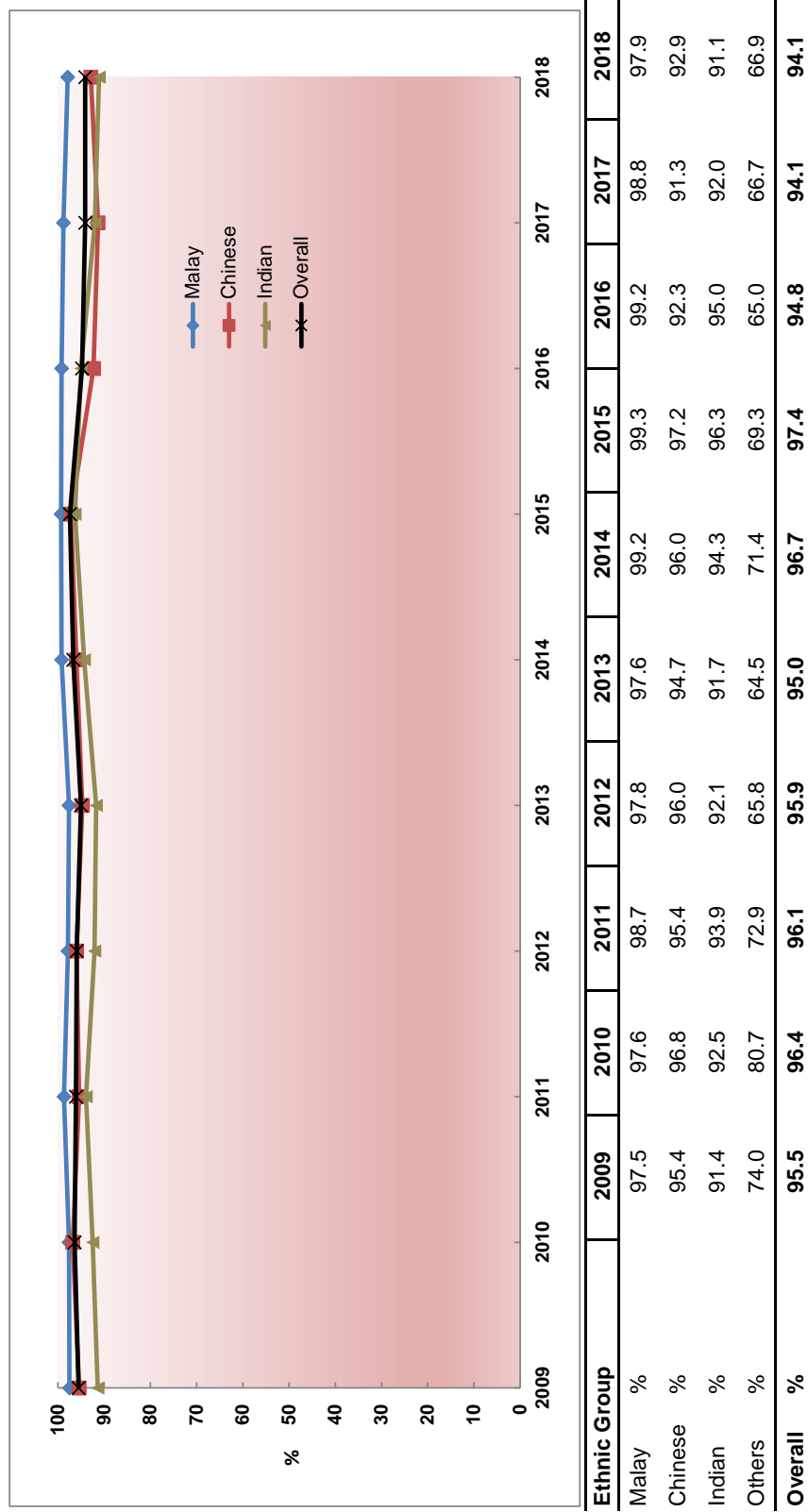


Note: 1) Figures refer to students who progress to ITE in the immediate year after the N(T)-Level Examination.

43 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE

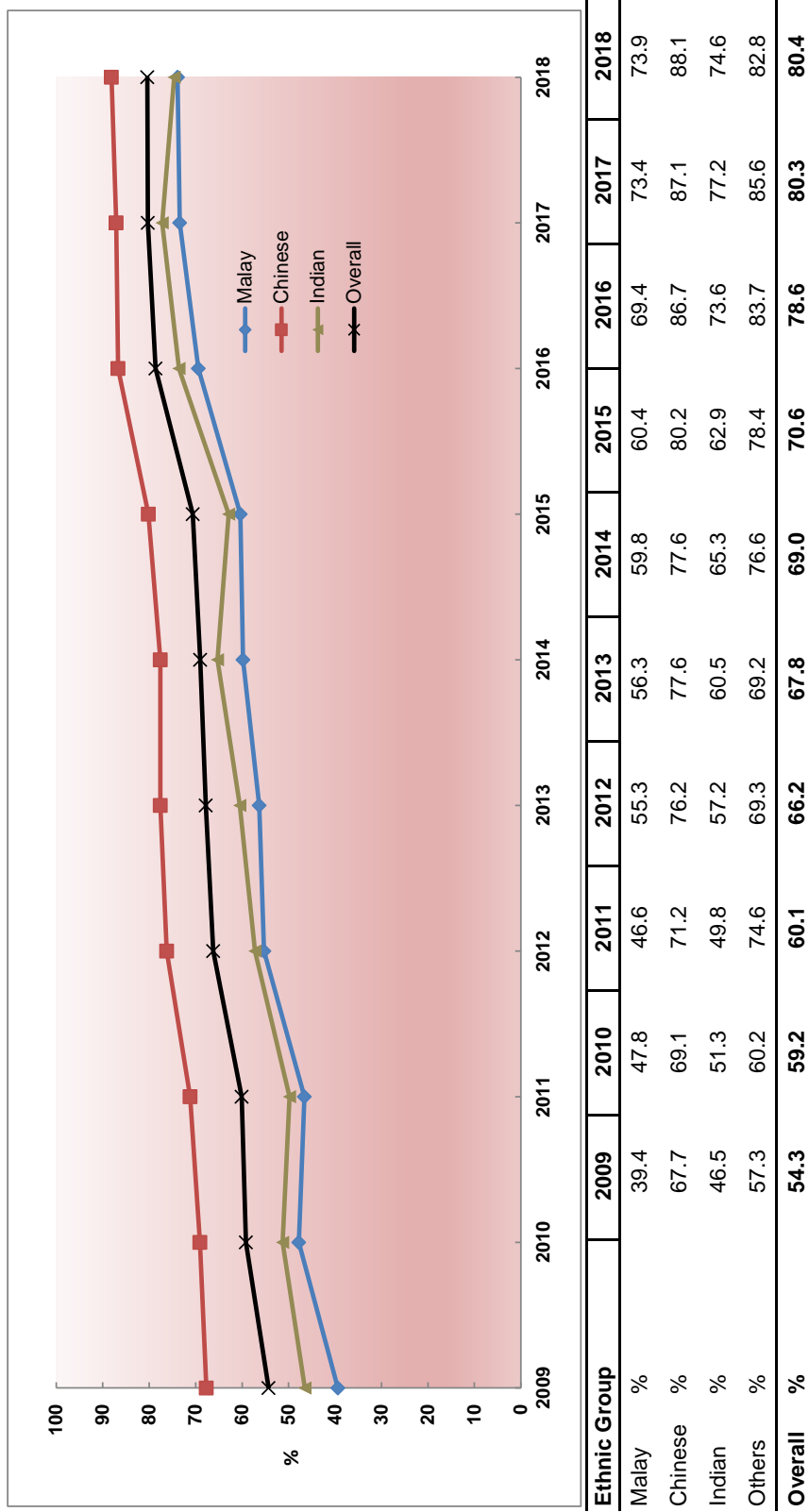


44 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



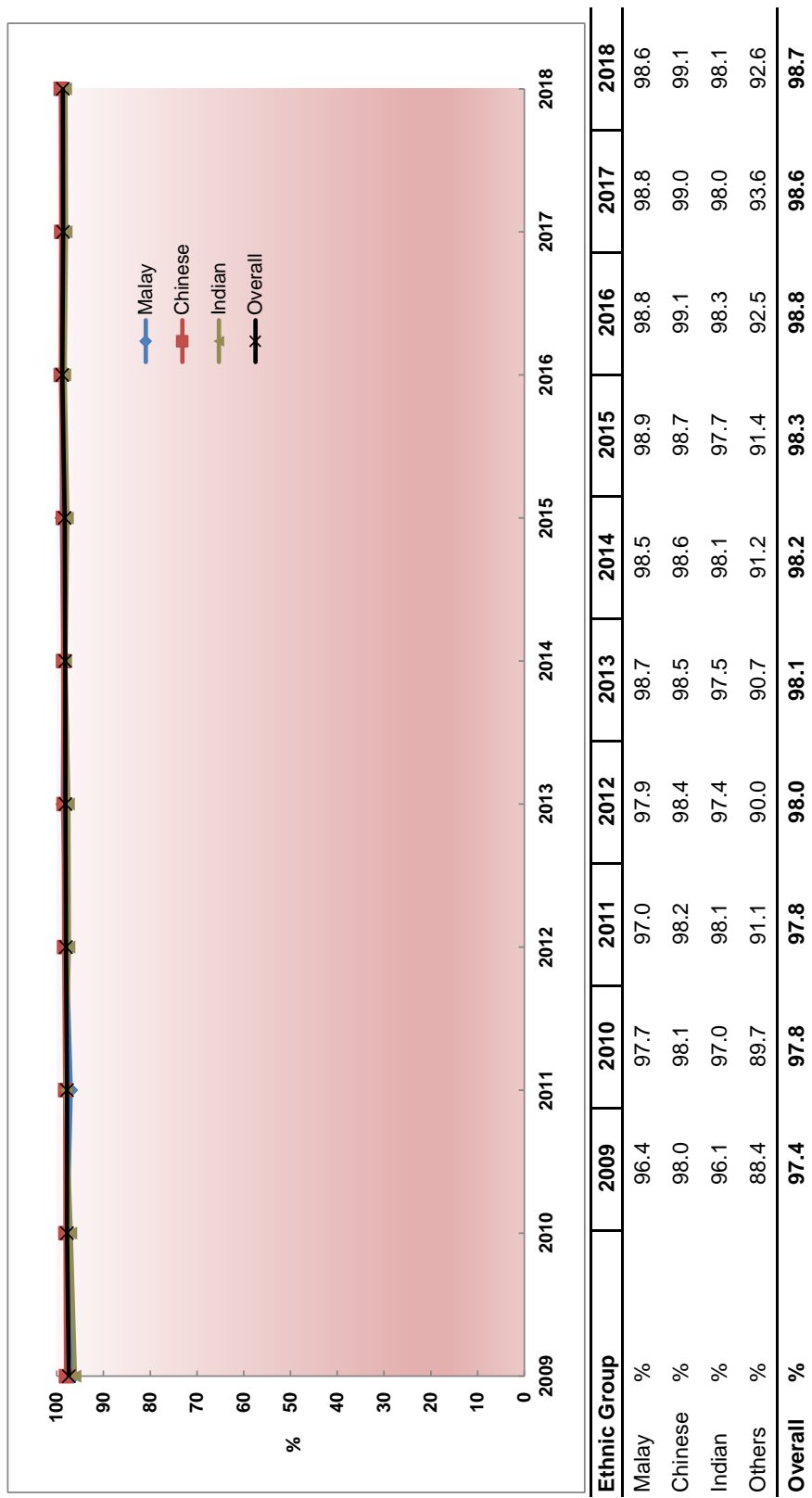
Note: 1) Students who offer the subject at a higher level are also taken into consideration.

45 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Note: 1) Students who offer the subject at a higher level are also taken into consideration.

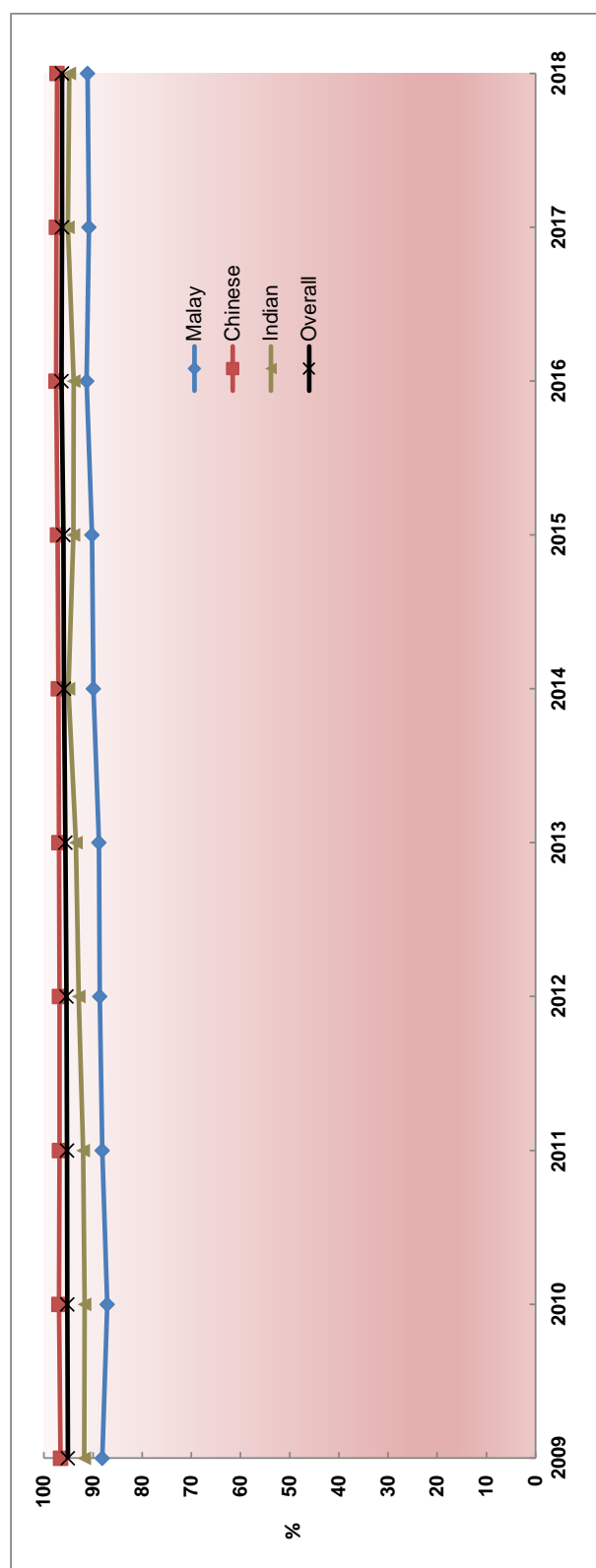
46 PERCENTAGE OF O-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



Note:

- Figures for 2014 - 2018 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2018 may be under-estimated as the admission data for 2019 into private education institutions is not available yet.
- Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country.

47 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES

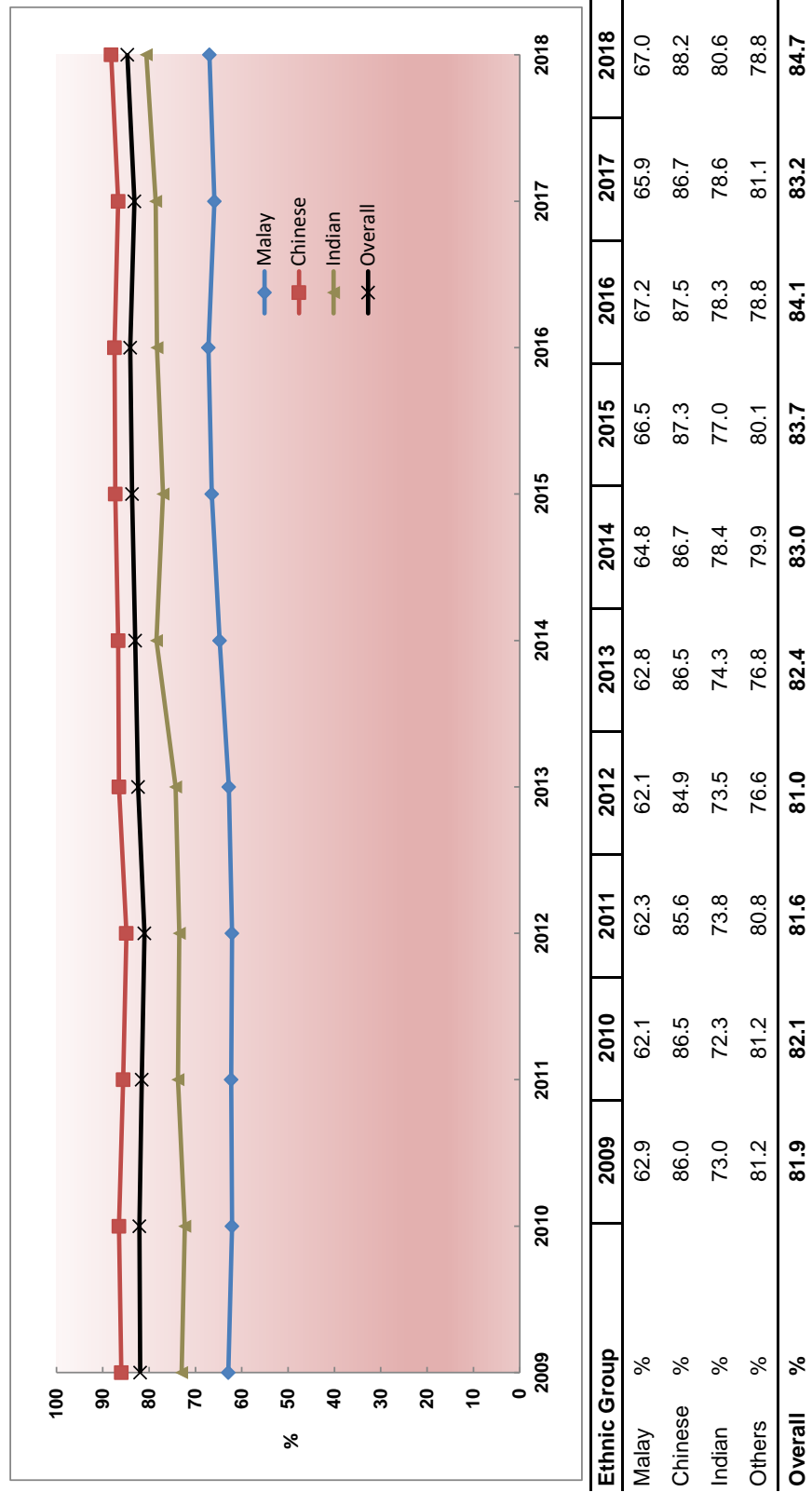


Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	88.1	87.1	88.1	88.6	88.8	89.9	90.2	91.3	90.8	91.1
Chinese %	96.6	96.9	96.8	96.8	96.9	97.0	97.2	97.5	97.4	97.3
Indian %	91.8	91.7	92.0	92.9	93.5	95.0	94.0	93.9	95.1	94.8
Others %	95.9	95.6	95.5	94.0	94.3	94.6	95.6	94.4	96.5	95.5
Overall %	95.1	95.2	95.3	95.4	95.6	95.9	96.0	96.4	96.3	96.3

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

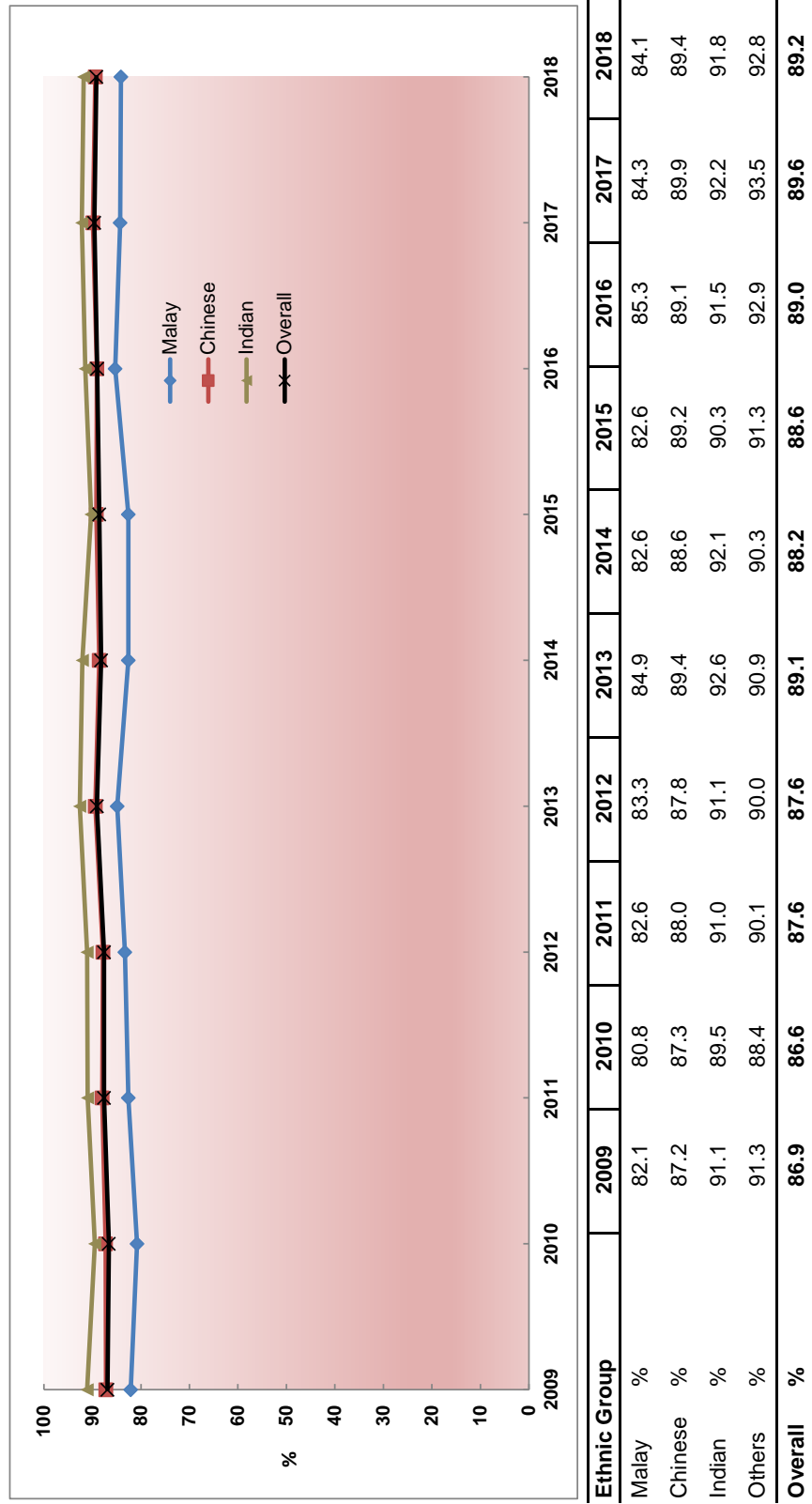
48 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

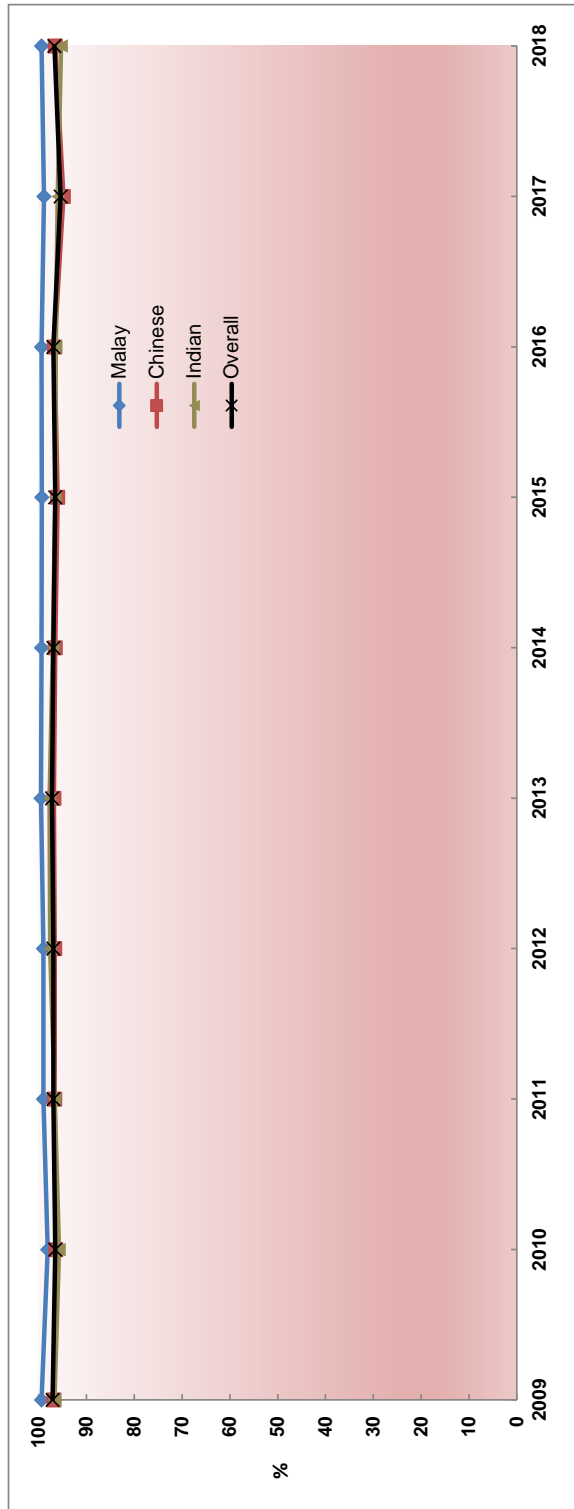
49 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

50 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE

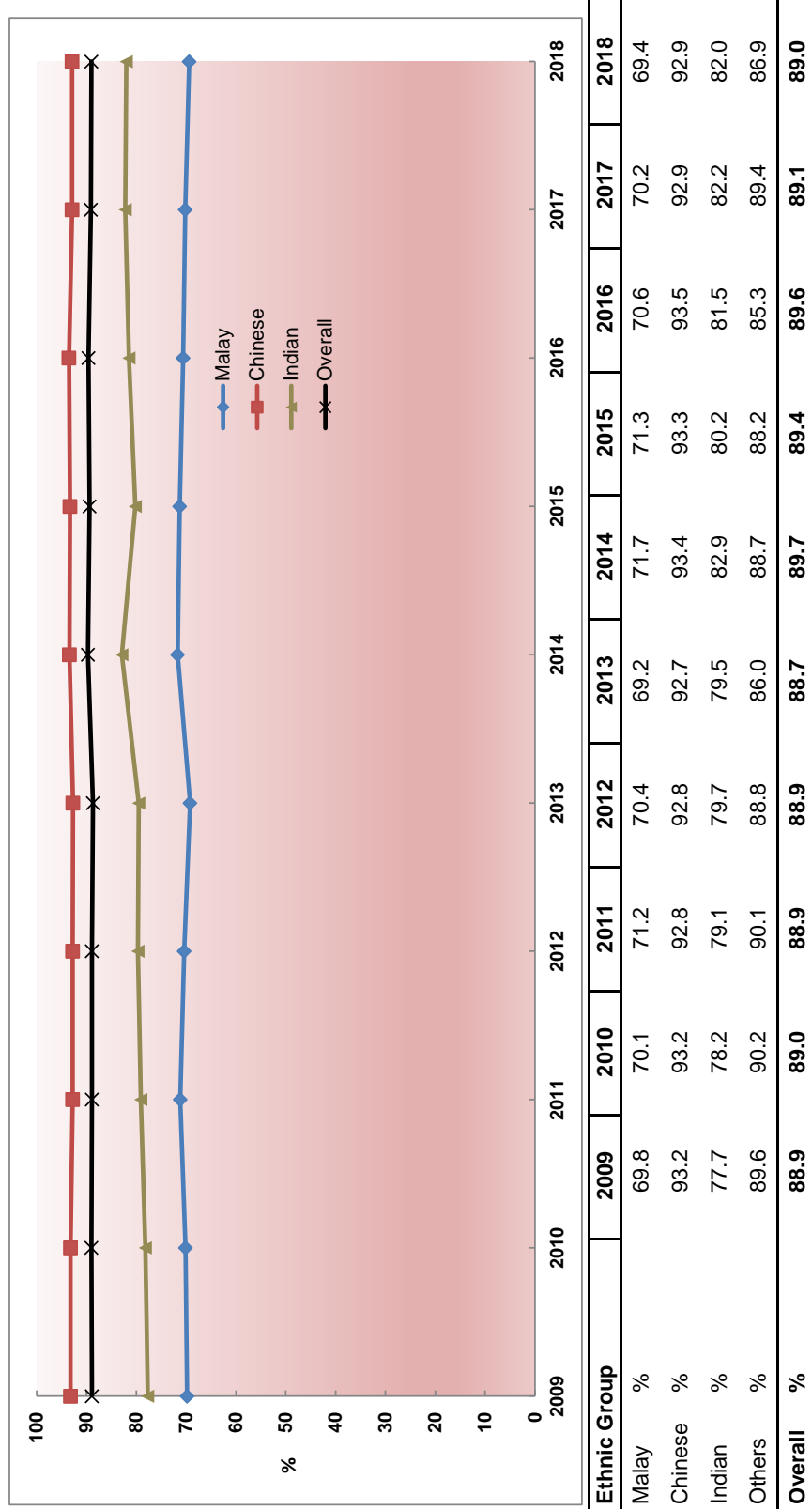


Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	99.4	98.1	99.0	99.0	99.5	99.4	99.3	99.4	98.9	99.4
Chinese %	96.8	96.4	96.6	96.6	96.8	96.5	96.0	96.7	94.8	96.5
Indian %	96.7	95.7	96.6	97.6	97.7	97.0	96.5	96.4	96.0	95.3
Others %	87.6	83.6	89.4	90.6	90.6	90.4	91.2	87.2	86.0	89.5
Overall %	97.1	96.5	96.9	96.9	97.2	96.9	96.5	96.9	95.4	96.7

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

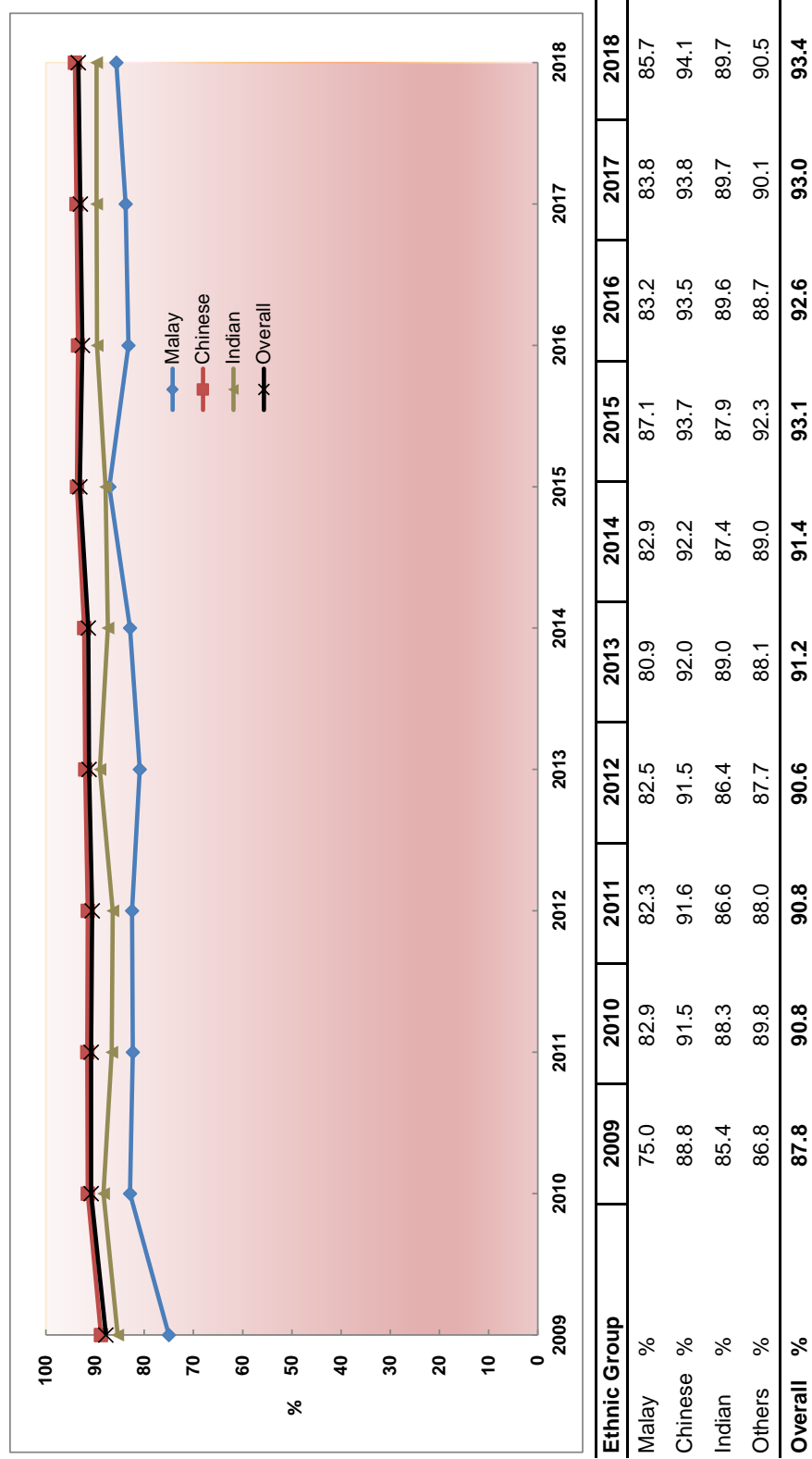
51 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



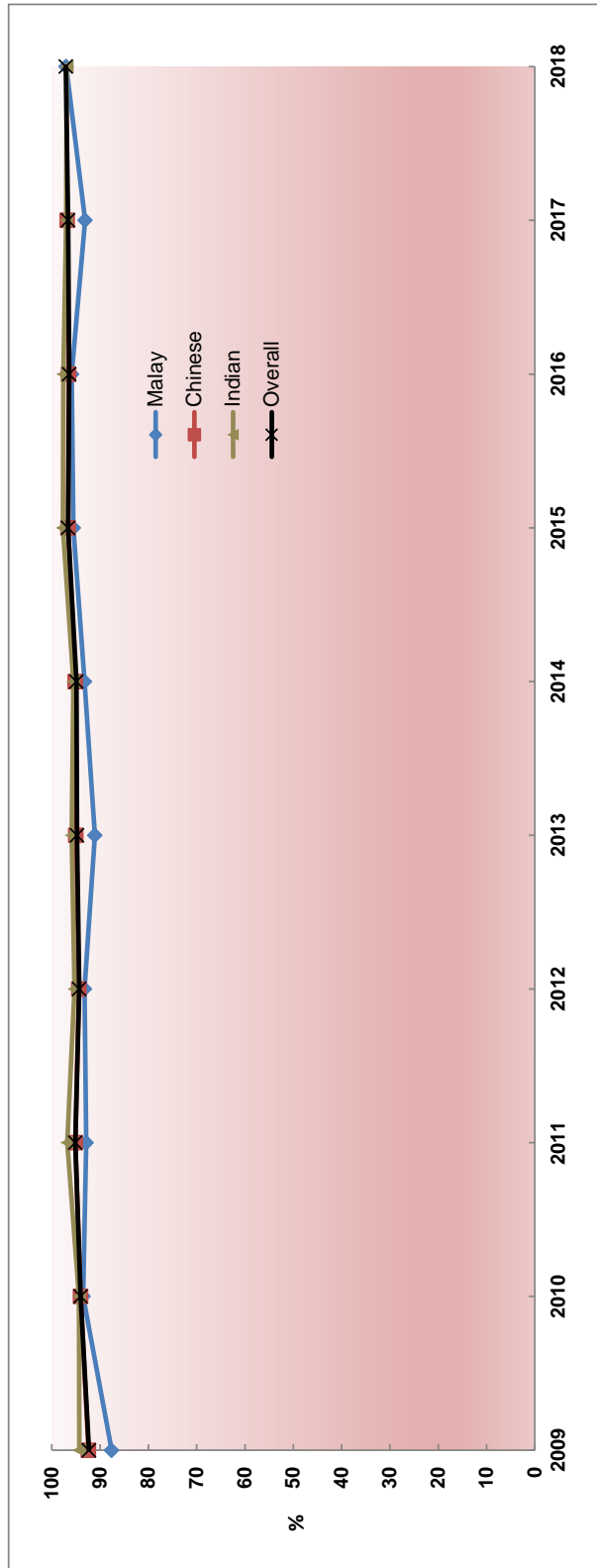
Note: 1) Figures exclude Integrated Programme (IP) students

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

52 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 'A' LEVEL / 'H2' PASSES & PASS IN GP / K&I

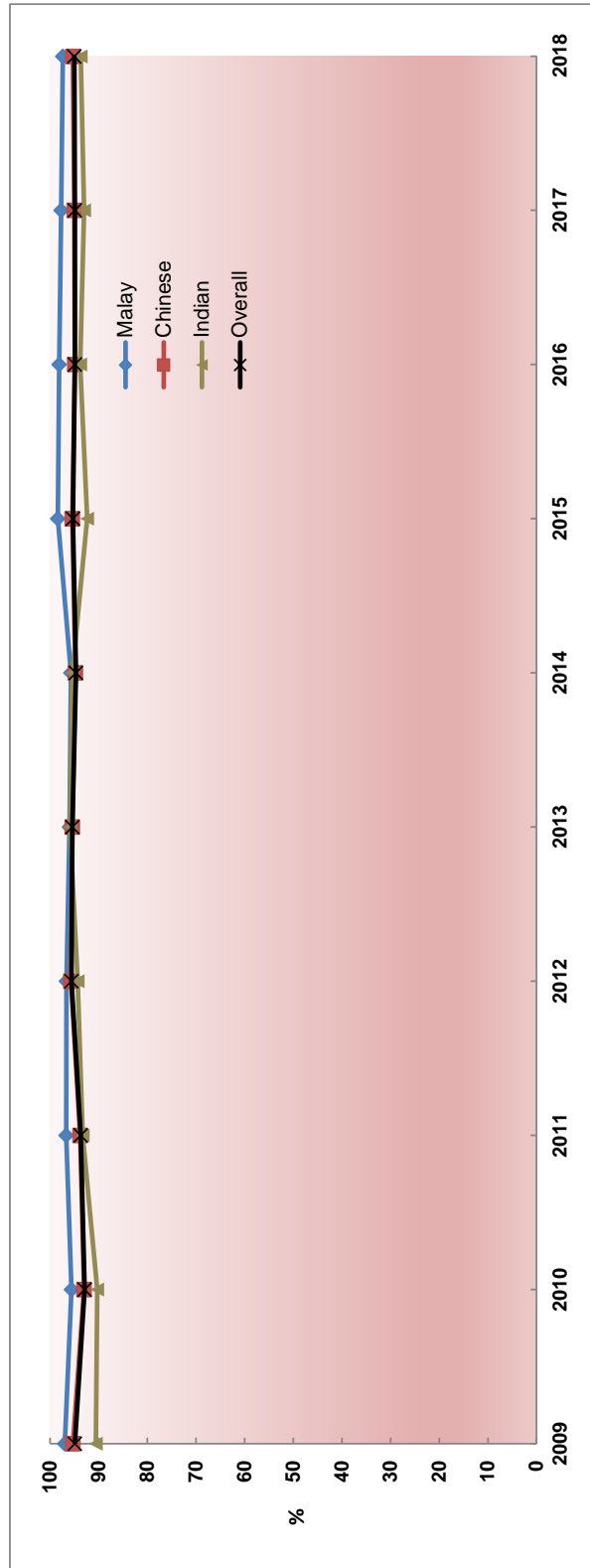


53 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	87.6	93.5	92.9	93.2	91.1	93.2	95.5	95.9	93.1	97.0
Chinese %	92.4	94.0	95.1	94.4	95.0	95.1	96.6	96.5	96.8	97.2
Indian %	94.3	94.4	96.8	95.3	95.9	95.5	97.7	97.6	97.0	96.9
Others %	94.7	94.2	93.1	90.9	91.8	91.8	95.7	94.2	95.7	96.1
Overall %	92.3	94.0	95.1	94.3	94.8	94.9	96.6	96.4	96.6	97.1

54 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'AO/H1' LEVEL



Ethnic Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Malay %	97.0	95.6	96.7	96.6	96.0	95.7	98.4	98.1	97.7	97.4
Chinese %	95.3	93.0	93.8	95.7	95.4	94.8	95.4	94.9	95.0	95.3
Indian %	90.6	90.3	93.3	94.3	95.9	95.4	92.4	93.8	93.0	93.7
Others %	77.2	81.8	78.4	86.2	87.0	80.3	87.2	86.7	91.7	84.3
Overall %	94.9	92.9	93.7	95.6	95.4	94.7	95.3	94.9	94.9	95.0

APPENDICES

Milestones in the Education System

Primary Education

- 1979 **Primary streaming was introduced** starting with the 1979 Primary 3 (P3) cohort – The Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning and students sit for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3) was introduced.** At P4, schools assessed students' performance in English, Mother Tongue and Mathematics, and place each student in one of three language learning streams, while ensuring comparable standards across schools. The students advance to P5 in the same school.
- 1993 **Last batch of P8 Extended and P8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** The distinction between the EM1 and EM2 streams was removed to give schools greater flexibility in organising and banding their students to achieve the best educational outcomes. Schools were also given the flexibility to develop their own end-of-year P4 exams to identify students who were capable of studying Higher Mother Tongue (HMTL), or would be best served by the foundational programme offered in EM3.
- 2008 **Subject-based Banding was introduced to replace the EM3 stream, starting with the 2008 P5 cohort.** Under Subject-based Banding, students can offer a mix of Standard or Foundation subjects depending on their aptitude in each subject. With this change, there is no longer any streaming at the primary level.

Secondary Education

- 1980 **Secondary streaming was introduced.** Based on their PSLE results, students promoted to Secondary (Sec) 1 are streamed to one of three courses at the secondary level – the Normal course, Express course or Special course. The Normal course is a 5-year course leading to the GCE O-Level exam. The Express course is for more academically-inclined students who can complete the O-Level exam in 4 years. The Special course is offered to the best of PSLE candidates, who offer EL and their MT at the first language level and complete their secondary education in 4 years as in the case with Express course students.

- 1988 **Independent schools were established** – Anglo-Chinese School, St Joseph's Institution and The Chinese High. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993.
- 1994 **Sec 1 Normal (Technical) (N(T)) course was introduced** to cater to the needs of students who are more technically inclined. It provides these students with an opportunity to complete 10 years of basic education and prepares them for post-secondary education in ITE, including a possible transfer to the Normal (Academic) (N(A)) course.
- 1994 **Autonomous schools were established.** A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider and better range of programmes for their students. This provides parents with more options when choosing a school suited for their children.
- 2004 **The progression structure for the Normal (Technical) course was revised to provide additional pathways for transfers to the Normal (Academic) course on a "lateral" basis**, e.g. Sec 2N(T) to Sec 2N(A), to provide greater flexibility and choice to cater to the different abilities of N(T) students. The new system of lateral transfers replaced the provision for promotion from Sec 4N(T) to Sec 5.
- 2004 **The Singapore Sports School admitted its first batch of students.** It is the first Specialised Independent School offering an integrated academic and sports programme.
- 2005 **NUS High School of Mathematics and Science, a Specialised Independent School admitted its first batch of students.** NUS High aims to nurture well-rounded and world-ready scientific minds.
- 2007 **NorthLight School, Singapore's first Specialised School, was established** to better cater to students who can benefit from a more customised and vocational curriculum.
- 2008 **The Special and Express Courses were merged into the Express Course** to recognise the diminishing differences between the two courses.
- 2008 **The School of the Arts (SOTA) admitted its first batch of students.** It is a Specialised Independent School offering a dedicated development path for those who have interest and show early talent in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School**, Singapore's second Specialised School. Like NorthLight School, it provides student who can benefit more from a hands-on and practical approach to learning.

- 2010 **The School of Science and Technology (SST), a Specialised Independent School admitted its first batch of students in 2010.** It offers students a range of options in applied areas related to technology, media and design.
- 2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, admitted its first batch of students.** The school provides a customised curriculum to suit the learning needs of its students. It also works closely with the Institute of Technical Education (ITE) and industry partners to develop programmes and attachment opportunities for its students.
- 2014 **Spectra Secondary, the second SSNT,** admitted its first batch of students.
- 2018 **Expansion of Subject-Based Banding (Secondary) [(SBB (Sec))]** to all secondary schools offering the Normal (Academic) or Normal (Technical) course. SBB (Sec) extends the flexibility that students already have at upper secondary to take subjects at a higher academic level. It has been prototyped in 12 schools since 2014.

Post-Secondary Education

Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first Junior College.
- 1979 **A three-year Pre-University course was introduced** to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised Institutes were introduced.** Unlike Pre-U Centres, Centralised Institutes have their own facilities. They offer the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects.
- 1995 **Pre-U Centres were phased out due to falling demand.**
- 2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offer a commerce course and can take in more students than before.
- 2004 **The Integrated Programme (IP) was introduced** to provide academically strong students with an enriched curriculum beyond academic content. IP students can progress to JC without taking the O-Levels.

Polytechnic

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.
- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their GCE N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2015 **SkillsFuture Earn and Learn Programme (ELP)** was launched as a 12- to 18-month work-learn programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

Institute of Technical Education

- 1958 **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964 **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992 **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE was also the national authority for the setting of skills standards and the certification of skills in Singapore.
- 2005 **ITE implemented the 'One ITE System, Three Colleges' model** which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008 **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Secondary 4 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level examinations can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level examinations at Secondary 5.
- 2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE N(A)-Level

examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.

- 2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allows secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD) aims to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.

University Education

- 1956 **Nanyang University (Nantah or NU) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962 **The University of Singapore (SU) was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.
- 1981 **The Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **The Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus to facilitate a closer nexus with businesses in its degree and executive programmes.
- 2005 **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it adds diversity to the medical education landscape and provides an avenue to train clinician-scientists.
- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.

- 2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.
- 2009 **The Singapore University of Technology and Design (SUTD) was incorporated** in collaboration with the Massachusetts Institute of Technology and Zhejiang University. It admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine (LKC Medicine) was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education, integrating the best of Western and Asian intellectual traditions. It admitted its first batch of students in 2013.
- 2014 **SIT attained the status of Autonomous University** and further added to the diversity of the university landscape in Singapore by pioneering a new applied degree pathway along with SIM University (UniSIM). SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land), and UniSIM launched its first full-time degree programmes in Accountancy, Finance, Marketing and Human Resource Management.
- 2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and attained the status of Autonomous University.** SUSS offers full-time and part-time degree-level programmes that are designed to support the needs of working adults and those who prefer an applied education. The focus of its programmes are in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development, such as social work, early childhood education, human resource management, and law (focusing on family and criminal law).
- 2017 **The first SkillsFuture Work-Study Degree Programme** by SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.

Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.

- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.
- 1984 **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts, was founded by Brother Joseph McNally**, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.
- 1998 **MOE began funding diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), validated by the Royal College of Music, London.
- 2012 **LASALLE began offering publicly-funded bachelor's degree programmes** with its partner, Goldsmiths College, University of London.
- 2018 **NAFA launched the NAFA Foundation Programme** as pathway for N(A)-level students who demonstrate interest and aptitude in the arts, to articulate to one of NAFA's diploma programmes. The 35-week programme aims to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.

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CLASSIFICATION OF COURSES (ITE)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2018)

1.	ENGINEERING	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology (Heavy Vehicles) <i>Nitec</i> in Automotive Technology (Light Vehicles) <i>Nitec</i> in Digital & Precision Engineering <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Facility Technology (Air-Conditioning & Refrigeration) <i>Nitec</i> in Facility Technology (Landscaping Services) <i>Nitec</i> in Facility Technology (Mechanical & Electrical Services) <i>Nitec</i> in Facility Technology (Vertical Transportation) <i>Nitec</i> in Laser & Tooling Technology <i>Nitec</i> in Mechanical Technology <i>Nitec</i> in Mechatronics <i>Nitec</i> in Medical Manufacturing Technology <i>Nitec</i> in Rapid Transit Technology
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Nitec</i> in Digital Audio & Video Production <i>Nitec</i> in Electronics (Computer & Networking) <i>Nitec</i> in Electronics (Mobile Devices) <i>Nitec</i> in Electronics, Computer Networking & Communications <i>Nitec</i> in Info-Communications Technology (Cloud Computing) <i>Nitec</i> in Info-Communications Technology (Mobile Networks & Applications) <i>Nitec</i> in Info-Communications Technology (Networking & Systems Administration) <i>Nitec</i> in Infocomm Technology <i>Nitec</i> in Microelectronics <i>Nitec</i> in Security Technology <i>Nitec</i> in Social Media & Web Development <i>Nitec</i> in Web Applications
3.	DESIGN & MEDIA	<i>Nitec</i> in Digital Animation <i>Nitec</i> in Fashion Apparel Production & Design <i>Nitec</i> in Product Design <i>Nitec</i> in Space Design (Architecture) <i>Nitec</i> in Space Design (Interior & Exhibition) <i>Nitec</i> in Visual Communication <i>Nitec</i> in Visual Effects

4.	BUSINESS & SERVICES	<i>Nitec in Beauty & Wellness</i> <i>Nitec in Business Services</i> <i>Nitec in Finance Services</i> <i>Nitec in Fitness Training</i> <i>Nitec in Floristry</i> <i>Nitec in Hair Fashion & Design</i> <i>Nitec in Logistics Services</i> <i>Nitec in Retail Services</i> <i>Nitec in Travel & Tourism Services</i>
5.	APPLIED & HEALTH SCIENCES	<i>Nitec in Applied Food Science</i> <i>Nitec in Chemical Process Technology</i> <i>Nitec in Community Care & Social Services</i> <i>Nitec in Nursing</i> <i>Nitec in Opticianry</i>
6.	HOSPITALITY	<i>Nitec in Asian Culinary Arts</i> <i>Nitec in Food & Beverage Operations</i> <i>Nitec in Pastry & Baking</i> <i>Nitec in Western Culinary Arts</i>

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE
(HIGHER NITEC) PROGRAMMES (2018)**

1.	ENGINEERING	<i>Technical Engineer Diploma in Automotive Engineering</i> <i>Technical Engineer Diploma in Machine Technology</i> <i>Higher Nitec in Automotive Engineering</i> <i>Higher Nitec in Civil & Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i> <i>Higher Nitec in Facility Systems Design</i> <i>Higher Nitec in Landscape Management & Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine & Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore & Marine Engineering Design</i> <i>Higher Nitec in Precision Engineering</i> <i>Higher Nitec in Process Plant Design</i> <i>Higher Nitec in Rapid Transit Engineering</i> <i>Higher Nitec in Robotic & Smart Systems</i>
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Higher Nitec in Broadcast & Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber & Network Security</i> <i>Higher Nitec in e-Business Programming</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art & Design</i> <i>Higher Nitec in Games Programming & Development</i> <i>Higher Nitec in Information Technology</i> <i>Higher Nitec in IT Applications Development</i> <i>Higher Nitec in Mobile Unified Communications</i> <i>Higher Nitec in IT Systems & Networks</i> <i>Higher Nitec in Security System Integration</i>
3.	BUSINESS & SERVICES	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Banking Services</i> <i>Higher Nitec in Beauty & Spa Management</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Human Resources & Administration</i> <i>Higher Nitec in International Logistics</i> <i>Higher Nitec in Leisure & Travel Operations</i> <i>Higher Nitec in Logistics for International Trade</i> <i>Higher Nitec in Maritime Business</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail and Online Business</i> <i>Higher Nitec in Retail Merchandising</i> <i>Higher Nitec in Service Management</i> <i>Higher Nitec in Sport Management</i>

4.	APPLIED & HEALTH SCIENCES	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic & Emergency Care</i>
5.	DESIGN & MEDIA	<i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Space Design Technology</i> <i>Higher Nitec in Visual Merchandising</i>
6.	HOSPITALITY	<i>Technical Diploma in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i> <i>Higher Nitec in Pastry & Baking</i>

CLASSIFICATION OF COURSES 2018 (POLYTECHNIC)¹

1.	APPLIED ARTS	Animation Animation & 3D Arts Apparel Design & Merchandising Communication Design Design for User Experience Digital Animation Digital Film & Television Digital Game Art & Design Digital Visual Effects Experience & Product Design Film, Sound & Video Game Design Games Design & Development (SP) Immersive Media & Game Design Industrial Design Interaction Design Interior Architecture & Design Interior Design Media Production & Design Motion Graphics & Broadcast Design Music & Audio Technology Product and Industrial Design Retail & Hospitality Design Sonic Arts Space & Interior Design Spatial Design Visual Communication Visual Communication & Media Design Visual Effects & Motion Graphics
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Environment Design Facilities Management Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Real Estate Business Sustainable Architectural Design Sustainable Urban Design & Engineering
3.	BUSINESS & ADMINISTRATION	Accountancy Accountancy & Finance Accounting & Finance

¹ Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

		Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Innovation & Design Business Management Business & Social Enterprise Business Studies Business/Logistics & Operations Management/Marketing Consumer Behaviour & Research Customer Experience Management with Business Customer Relationship & Service Management Financial Informatics (SP & NYP) Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology Integrated Events & Project Management Integrated Events Management International Business International Logistics & Supply Chain Management International Trade & Business Leisure & Events Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management Tourism & Resort Management (SP)
4.	EDUCATION	Child Psychology & Early Education Early Childhood Education Early Childhood Studies
5.	ENGINEERING SCIENCES	Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Aerospace/Electrical/Electronics Programme Aerospace/Mechatronics Programme Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Engineering Business Process & Systems Engineering Chemical Engineering (SP) Chemical & Biomolecular Engineering Chemical & Green Technology

		Chemical & Pharmaceutical Technology Civil Engineering with Business Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electronics Electronic & Computer Engineering Electronic Systems Electronics, Computer & Communications Engineering Energy Systems & Management Engineering with Business Engineering with Business Management Programme Engineering Design with Business Engineering Science Engineering Systems Engineering Systems & Management Environmental & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics/Aerospace Engineering Mechatronics & Robotics Media & Communication Technology Microelectronics Nanotechnology & Materials Science Product Design & Innovation
6.	HEALTH SCIENCES	Biomedical Science Dental Hygiene & Therapy Health Management & Promotion Health Sciences (Nursing) Health Services Management Nursing Nutrition, Health & Wellness Occupational Therapy Optometry Oral Health Therapy Pharmaceutical Sciences Pharmacy Science Physiotherapy Sports & Exercise Sciences
7.	HUMANITIES & SOCIAL SCIENCES	Applied Drama & Psychology Chinese Studies

		Gerontological Management Studies Psychology Studies Social Sciences (Social Work) Tamil Studies with Early Education
8.	INFORMATION TECHNOLOGY	3D Interactive Media Technology Big Data Management & Governance Business Applications Business Enterprise IT Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Cyber & Digital Security Cyber Security & Forensics Digital Forensics Engineering Informatics Financial Business Informatics Financial Informatics (NP) Game Design & Development (TP) Game Development & Technology Infocomm & Network Engineering Infocomm & Security Infocomm Security Management Information Security & Forensics Information Technology Interactive & Digital Media IT Service Management Mobile & Network Services Mobile Software Development Multimedia & Animation Multimedia & InfoComm Technology Network Systems & Security Telematics & Media Technology
9.	LAW	Law & Management
10.	MASS COMMUNICATION	Advertising & Public Relations Chinese Media & Communication Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	NATURAL, PHYSICAL & MATHEMATICAL SCIENCES	Applied Chemistry Applied Chemistry with Pharmaceutical Science Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering (TP) Environmental Science

		Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medicinal Chemistry Molecular Biotechnology Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	SERVICES	Aviation Management Aviation Management & Services Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching Tourism & Resort Management (NP) Wellness & Hospitality Business

CLASSIFICATION OF DIPLOMA COURSES 2018 (LASALLE & NAFA)

1.	BUSINESS & ADMINISTRATION	Arts Management
2.	DESIGN & APPLIED ARTS	Advertising Animation 3D Design Design Communication Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Design & Media Fashion Fashion Design Fashion Merchandising & Marketing Graphic Communication Illustration Design with Animation Interior Design Product Design
3.	FINE & PERFORMING ARTS	Art Teaching Audio Production Dance Fine Arts Music Music Teaching Performance Technical & Production Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	MEDIA PRODUCTION	Broadcast Media Screen Media

CLASSIFICATION OF DEGREE COURSES 2018 (LASALLE & NAFA)

1.	DESIGN & APPLIED ARTS	3D Design Animation Art Design Communication Design & Media Fashion Design & Textiles Fashion Media & Industries Interior Design Product Design Spatial Design
2.	FINE & APPLIED ARTS	Arts Management
3.	FINE & PERFORMING ARTS	Acting Dance Fine Arts Music Musical Theatre Theatre Arts
4.	MEDIA PRODUCTION	Film


CLASSIFICATION OF COURSES 2018 (UNIVERSITY)

1.	ACCOUNTANCY	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Architecture and Sustainable Design Building Estate Project & Facilities Management Real Estate
3.	BUSINESS & ADMINISTRATION	Business Business Analytics Business Administration Business & Computer Engineering Business & Computing Business Management Finance Hospitality Business Human Resource Management Marketing Supply Chain Management
4.	DENTISTRY	Dentistry
5.	EDUCATION	Arts (Education) Science (Education) Early Childhood Education
6.	ENGINEERING SCIENCES	Aeronautical Engineering Aerospace Engineering Aerospace Engineering & Economics Aerospace Systems Aircraft Systems Engineering Engineering Product Development Engineering Systems and Design Information Systems Technology and Design Bioengineering Bioengineering & Economics Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering & Economics Chemical Engineering Civil Engineering Civil Engineering & Economics Common Engineering Computer Engineering Computer Engineering & Economics Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics

		Electrical Engineering Electrical Engineering & Information Technology Electrical Power Engineering Engineering Engineering Science Programme Environmental Engineering Environmental Engineering & Economics Environmental Science & Engineering Industrial & Systems Engineering Marine Engineering Materials Engineering Materials Engineering & Economics Materials Science & Engineering Mechanical Design Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechanical Engineering & Economics Mechatronics Naval Architecture Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) SUTD-SMU DDP in Technology and Management Telematics (Intelligent Transportation Systems Engineering)
7.	FINE & APPLIED ARTS	Art, Design and Media Communication Design Digital Art and Animation (BFA) Game Design Industrial Design Interior Design Music Theatre Studies
8.	HEALTH SCIENCES	Biomedical Sciences Diagnostic Radiography Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy
9.	HUMANITIES & SOCIAL SCIENCES	Arts & Social Science Chinese Comms & New Media Criminology & Security Economics Economics & Media Analytics

		Economics & Psychology Economics & Public Policy & Global Affairs English English Literature & Art History History Liberal Arts Linguistics & Multilingual Studies Philosophy Psychology Psychology & Linguistics & Multilingual Studies Psychology & Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology
10.	INFORMATION TECHNOLOGY	Business Analytics Computer Science Computer Science & Economics Computer Science and Game Design Computer Science in Real-Time Interactive Simulation Data Science and Artificial Intelligence Information and Communications Technology (Information Security) Information and Communications Technology (Software Engineering) Information Engineering & Media Information Security Information Systems
11.	LAW	Juris Doctor Law
12.	MASS COMMUNICATION	Communication Studies
13.	MEDICINE	Medicine Bachelor of Medicine & Bachelor of Surgery
14.	NATURAL, PHYSICAL & MATHEMATICAL SCIENCES	Biological Sciences Biological Sciences & Psychology Chemistry & Biological Chemistry Data Science and Analytics Environmental Earth Systems Science Environmental Earth Systems Science & Public Policy & Global Affairs Environmental Studies (Bio) Environmental Studies (Geog) Food Technology Mathematics & Economics Mathematical Sciences Mathematical Sciences and Economics

		Physics & Applied Physics Pharmaceutical Science Science
15.	SERVICES	Food Business Management Maritime Studies Sport Science & Management



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